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ABSTRACT

The purpose of the investigation was to examine the longitudinal trends in graduate course grades, controlling for selected academic and personal characteristics of students. Stepwise multiple regression was used to analyze 138 separate courses. The study population consisted of 7,002 graduate students who had attempted 25 or more quarter hours as of the fall quarter 1975. While over 80 percent of the grades are A.s and B's, certain types of courses tended to record higher grades than others; lower grading practices were found in courses concerned with objective subject matter. Major field of study was not a consistent indicator of student performance as measured by final course grades; this is contrary to the relationship between these factors found in undergraduate grading. Most personal and academic characteristics were also not important variables, the major exception being grade-point average (GPA). No noticeable trend toward raising or lowering of grades was found. The reason that GPAs are rising while course grades have not shown the same increase may be that graduate students are exercising greater freedom in choosing degree programs, majors, and courses that are close to their interests, and they often do better in these courses. (Author/MSE)

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A MULTIVARIATE ANALYSIS OF STUDENT GRADES IN 138 GRADUATE COURSES

Report No. 77–9

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Office of Institutional Planning
Georgia State University, Atlanta
January, 1977

A MULTIVARIATE ANALYSIS OF STUDENT GRADES IN 138 GRADUATE COURSES

REPORT NO. 77-9

by

James E. Prather and Janet E. Kodras

Office of Institutional Planning
Georgia State University
January, 1977

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We would like to thank the ad hoc committee for its continuing support of this series of grading studies. Dr. John D. Hutcheson, Jr. is to be thanked for his valuable comments on the draft of this report. Mr. Ed Grabowski of the Institutional Support Group at the Computer Center prepared the data for analysis. Ms. Holly Post and Ms. Mary Roberts skillfully typed the Appendix and first draft while Mrs. Brenda Paladino finalized the final draft. Ms. Toni Lovelace diligently transcribed the tables and charts. The authors, however, assume all responsibility for errors of fact or interpretation.

ABSTRACT

The purpose of this investigation has been to examine the relationship between graduate course grades and longitudinal trends controlling for selected academic and personal characteristics of students. Stepwise multiple regression was used to analyze 138 separate courses. The study population consisted of 7,002 graduate students who had attempted 25 or more quarter hours as of Fall Quarter, 1975. The number of grades totaled 45,217.

The findings of this research may be summarized as follows:

1) While over 80% of graduate grades are A's and B's, it was found that certain types of courses tended to record higher grades, after controlling for student background, than other courses. Lower grading practices tended to be found in courses concerned with "objective" subject matter.

2) Major field of study was not found to be a consistent indicator of student performance as measured by final course grades. This is contrary to the strong, overriding relationship between major field and grades received by undergraduates.

3) Most personal and academic characteristics were also unimportant, the major exception being grade point average. A student's GPA was the stronger single factor in accounting for the grade received in a course.

4) The trend over time in graduate grades for these courses indicated that on the average, there was practically no systematic, net change in mean grades on a course-by-course basis. About half of the courses showed an increase in grades while a decline was noted for the other half. The change was usually so small that no noticeable trend is evidenced.

Even within the restricted range of graduate grades, there exists considerable variation in grading distributions from course to course. Unmeasured factors appear to have a stronger impact on graduate grades than undergraduate. Although it may be possible to measure these unknown factors, we tend to attribute them to subjective, unmeasurable, and idiosyncratic factors.

We offer for consideration this reasoning as to why GPA's have been increasing while course-by-course grades in the aggregate have not shown the same increase. Graduate programs of study at Georgia State University have changed considerably in the past ten years. The growth of degrees awarded from 1966-1975 shows relatively high growth rates for some programs as compared to a more stable rate of change for others. This change in graduate program mix indicates a change in curricular choices. Graduate students are exercising greater freedom in choosing degree programs, majors, and courses which are close to their interests and often, they do better in these courses. Thus, student's aggregate GPA's have been rising as students have shifted their enrollment patterns in degree programs while course grades have not shown a systematic upward trend.

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A MULTIVARIATE ANALYSIS OF STUDENT GRADES IN 138 GRADUATE COURSES

> Academia should be more concerned with nurturing the good use of intelligence than with measuring its mere possession (Huntley, 1976, p. 631).

Many students, faculty, and administrators at the college level are presently taking a critical look at existing classroom grading procedures. This concern has led to an increasing interest in grading systems by non-academic media such as *Time* and *The Wall Street Journal* which have noted the increasing proportion of *A* grades received by college students.

There is a great diversity of opinion within the academic community itself as to the purpose and value of grades. A recent survey of faculty and students at Georgia State University contained the question: "Which one of the following do you feel that a student's course grades most closely indicate?"

Response	% Faculty	% Students
Ability to study for and take exams	30.0	60.2
Knowledge of course subject	47.0	17.4
Ability to please instructor	8.6	15.8
None of the above	14.4	6.6
	N = 704	N = 3,179

Source: Cannon and Toni (1976b), p. 41 and (1976a), p. 4

By far the greatest proportion of the students surveyed felt that the ability to study for and take exams was most important, while the largest percentage of the faculty surveyed thought knowledge of the subject to be paramount.

The growth of student enrollment, graduate programs, and degrees granted has surely accentuated the range of opinions about grades in graduate programs.

This divergence of opinion within the academic community is reflected in the meaning of the term "grade inflation" - what it is and to what extent is exists. Two complementary views of grade inflation are:

(1) Classroom instructors adapt their standards to the students' ability level, i.e., "If, for example, the ability level declines without an accompanying decline in average grades, then grading standards have 'fallen'" (Goldman and Hewitt, 1975, p. 149).

(2) Student grades (market forces) are relaxed so as to maximize enrollments (income). "The result is that both the income and substitution effects will operate to increase the amount of leisure consumed by the students and to decrease the achievement of the students" (McKenzie, 1975, p. 102). The current status of college grading was described by Huntley (1976) as no longer being "careful evaluation," but has become "a distribution of reward and punishment tokens" (p. 612). Huntley pessimistically noted that "students are hooked on high grades" (p. 612).

Faculty members at Georgia State University were surveyed in 1976 and were asked this question: "There is much talk presently about grade inflation. To what extent do you feel pressured to give grades higher than deserved to graduate students?"

Response	Percentage
Not at all	25.7
Minimally	17.5
Moderately	20.7
Strongly	7.4
Very strongly	3.0
No response	25.7

N = 787

Source: Cannon and Toni (1976b), p. 33

This showed that a substantial minority of the faculty members perceived pressure from graduate students for "higher than deserved" grades.

Asked for their opinions of grades in graduate courses in the program they teach, the faculty responded:

Response	Percentage
Grades much too high	13.7
Grades are somewhat too high	41.6
Grades about right	23.1
Grades are somewhat too low	0.8
Grades are much too low	0.0
No response	20.8

N = 787

Source: Cannon and Toni (1976b), p. 28

It is interesting to compare the faculty response to a question on the student questionnaire:

> "Which one of the following best reflects your opinion of grades given in the graduate courses in which you have enrolled at GSU?"

	Percentage
Grades are much too high	4.3
Grades are somewhat too high	14.4
Grades are about right	63.7
Grades are somewhat too low	5.5
Grades are much too low	1.1
No response	7.7

N = 788

Source: Cannon and Toni (1976a), p. 4

Fifty-five percent of the faculty thought grades were too high while only 19% of the students shared this opinion. Most of the students thought grades were "about right". Certainly, many graduate students were responding from a self interest basis, while some faculty members were acknowledging reservations concerning grading.

The term "grade inflation" is a value-laden term that, to some, connotes fraud in education. It was Cahn (1974) who declared: "Never have so many spent so long learning so little" (p. 613). These views of grading consider the academic experience as a homogeneous process based on stable curricula, but grades are not based upon a simple extrinsic model of evaluation. Grading is a sorting process that places more value on some student attributes than others. The question is: "Does the solution to the grade inflation problem require a reform of academic evaluation systems?" To answer this question, it is first necessary to define the problem in precise terms; and it is hoped that this research effort will add to the accumulation of substantive knowledge about grading. In this research, the increase in recorded grades is not the only focus; the key question is, what is the relationship of grade inflation to the overall academic environment?

This study examines grades received by Georgia State University students in 138 graduate courses. The rationale of the analysis is to look at major determinants of grades in each of the selected courses.

The primary research questions are:

(1) What is the longitudinal trend in graduate grades?

(2) Do grades have different values in different courses?

(3) Are grades affected by a student's major field?

(4) Do student personal and academic characteristics affect grades?

Previous Studies on Grading

The popular media has looked upon "grade inflation" as a result of many factors. One idea that has been advanced is that during the Vietnam war era, easier grades were given in order to keep males in school who would otherwise be drafted. This popular notion and a wealth of other ideas have never been documented, however.

The body of academic literature focusing on college grading practices is small but growing. In the studies and research on grades in higher education the question of grade inflation is seldom addressed directly but it is possible to extract, for this study, points relevant to the question of grading practices.

The subject of evaluating--grading--students has been, of course, debated with vigor for decades. Dressel (1961) has presented three types of approaches to education in general--traditionalism, relativism, and eclecticism--with grading standards and practices reflecting the philosophies of each approach. This view is similar to that of Etzioni (1975) who described two types of grading--traditional and progressive.

The basic orientation of the traditional perspective is that ranking and evaluation are important components of learning and that schools must have formal tests and evaluation. While the traditionalist would not deny the importance of inspiration for learning, the instructor has a duty to measure performance objectively and fairly against well-defined standards. Many traditionalists argue for uniform and meaningful grading standards for all curricula.

The progressive approach of either the eclectic or relativist type contains the viewpoint that the goal of education is learning--not simply evaluation. Mastery of knowledge is the real purpose of education with students needing constant feedback for progress and improvement, rather than ranking by letter grades. Thus, grades are useful to the progressive approach as long as they promote the attitudes, skills and habits necessary for learning. To do this, grading practices must be flexible and adaptable. Intrinsic motivation is the important impetus, not punishment and rewards of grades.

It is Etzioni (1975) who argues that either system is fine when it promotes true learning. However, when both practices are used in the same curriculum the result is that of inconsistency and hypocrisy. Etzioni noted that the current system "does rank and label people, but does not give them clear performance cues." The result is that education is left with the worst of both approaches.

Graduate school grades have not been researched as thoroughly as have undergraduate grading practices. The study by Gustafson & Michael (1976), however, reports that graduate grade-point-average (GPA) could be more accurately predicted by undergraduate GPA than by undergraduate exit examinations.

The literature on undergraduate grading is more developed and reports a number of findings which may be relevant to graduate programs of study. For instance, Goldman and Hewitt (1975) have found that instructors will adapt their grading practices to the ability level of their students when encountering low-aptitude students. Thus, when ability level decreases, average grades do not decrease; but when ability levels rise the average grade does not go up (McDonald, 1967).

The cause of increasing undergraduate GPA's is not unidimensional. Students have exhibited a higher rate of withdrawals and incompletes, thus "it almost seems as though students have decided that they will get a good grade or get no grade at all" (Engstrand, 1975, p. 8). This raises the question of the reliability of the GPA as a measure of a "college education"; Goldman and Slaughter (1976) have noted that cumulative GPA's are not as reliable statistically as are individual's course grades themselves. This is indicative of the GPA being a heterogeneous aggregate of non-equivalent items--i.e., unreliable.

Another factor in "grade inflation" could be that of major field of study. Goldman and Widowski (1976) compare grades between course type by a pair-wise comparison of courses and found that there was a substantial average difference between pairs of course grades taken by the same students. Oh (1976) surveyed faculty members and found that there were clear attitudinal differences of faculty members by the academic discipline. For example, natural science faculty had strong confidence in objective grading practices, while humanities faculty had fewer criteria and less confidence in their grading practices.

This line of investigation shows that the undergraduate student has many avenues to avoid "poor" grades. There are the possibilities of withdrawing, finding a substitute course, taking the course at another institution or even changing major field. While graduate students do not have as many options, there still exist numerous ways of avoiding stringent grading courses.

The study sample represents 7,002 graduate students who had attempted 25 hours as of Fall Quarter, 1975 and had enrolled during one or more quarters in the period Summer Quarter 1974 through Fall Quarter, 1975. During the study period from Fall, 1970 through Fall, 1975, 45,217 grades were recorded in the 138 courses.

Methodology

This analysis is based on data for 138 graduate courses selected on the basis of the following criteria:

(1) Courses were included in the study if a total of at least 100 students in the study sample were enrolled from Fall, 1970 - Fall, 1975.

(2) At least one course from each discipline was selected for consideration if the total enrollment was at least 75 during the study period.

(3) Independent study, readings, thesis, dissertation and practicum courses were eliminated from the courses studied since subject matter, environments, and situations are so different that they do not constitute a single course.

(4) In the Fall of 1971, education courses were departmentalized from the old "ED" prefix system to a new system of departments including Educational Administration, Educational Foundations, Special Education, Early Childhood, Elementary, Secondary, and Curriculum and Instruction. The School of Education supplied a translation list matching 1970 ED courses with 1971-75 departmentalized courses.

Whether or not grade inflation had occurred was measured by a consistent increase in grades from 1971 to 1975, after controlling for ability and background variables. This procedure is actually a conservative measure of "grade inflation" because it also incorporates maturation effects. The background variables included such demographic factors as: sex, minority status, age, and veteran status. The academic variables consisted of: overall GPA in graduate work at Georgia State University; major field of study; and credit hours attempted. Ability level is based upon test scores for the Graduate

Record Examination (GRE) consisting of verbal (V) and quantitative (Q) parts; the Graduate Management Admission Tests (GMAT) made up of total (T), verbal (V) and quantitative (Q) parts, formerly known as the Admission Test for Graduate Study in Business (ATGSB); and the Miller's Analogy Test (MAT).

The analytic model employed is the general linear model. The specific procedure is stepwise multiple regression. This technique is a flexible and robust data analysis system that has the range to do 138 comparable analyses given the diversity of the data. While this is, as some would point out, a form of brute-force empiricism, given the formative nature of analyzing course grades, this procedure should allow for the empirical regularities in the data to be readily identified.

The specification of the regression model was operationalized in the following manner:

(1) The dependent variable (regressand) was the final letter grade in a particular course using the 4.0 scale where A=4, B=3, C=2, D=1 and F and WF = 0 (incompletes and withdrawal grades were excluded).

(2) A curriculum factor was incorporated by using dummy variables for each of 39 types of major fields.

(3) To ascertain the trend of grades over time--grade inflation--dummy variables representing the year a course was taken were included.

(4) Additional independent variables (regressors) are the demographic and academic background variables employed for control purposes.

(5) Because test scores and age were not available on every individual student, when a variable had a missing value the mean value for the appropriate variable was substituted. To determine the impact

of this method of handling missing data, dummy variables were constructed which indicated where the missing values were inserted (Cohen & Cohen, 1975). This technique allows an objective measure of the impact of missing data on the dependent variable.

Results of the individual regression analyses for each of the 138 graduate courses are presented in the Appendix. The regressors are those personal, academic, and trend variables which were hypothesized to have an effect on the final grades recorded for a particular course, the regressand. The regression estimators, standard error of estimator, β , and simple r provide insight into how much effect each of these factors has on the class grade.

When studying the grade trends through time, one examines the estimators of the course years, 1971-1975. Change in average grades recorded for a course from year to year can be determined by noting the change in the estimator from year to year. For example, in Table 1 of the Appendix, describing an analysis of grades in Accounting 601, there is a slight increase in estimators from 1971 (-.26) to 1975 (-.13). The difference between the two is .13 or an increase in average grades received in Accounting 601 of .13 of a letter grade during the study period.

To determine which of the academic and student characteristics have the largest effect on grades recorded for a course, it is best to study the estimator in relation to its standard error. If the estimator of a variable is at least two times as large as the corresponding standard error, it is likely that that variable has a systematic effect on the grades in a course. For example, again in Table 1 of the Appendix, the estimator for the Actuarial Science major is .80. Its standard error is .28. Because .80 is positive and more than twice as large as .28, it is safe to assert that Actuarial Science majors receive higher average grades in Accounting 601 than is typical of students majoring in other areas.

At the top of each table, there are three terms: the sample mean, the standard deviation (S.D.), and the number of grades (N). The sample mean is the average grade on a 4.0 scale recorded for a particular course. The standard deviation (S.D.) gives an indication of how students do in relation to this mean. If the sample mean for a course is 2.0 and all students received a C (2.0), the standard deviation would be zero because no one deviated, with higher or lower grades, from the mean. If the sample mean was 2.0 and students made a wide range of grades from A to F, the S.D. would be large. The N is the number of grades for the course that were used in the regression equation.

The bottom of each table also listed several measurements which clarify the regression equation. The constant term adjusted R^2, and standard error of estimate are described in detail in other sections of this report.

The tables of graduate courses are ordered by the HEGIS (Higher Education General Information Survey) taxonomy. This is a standardized numbering system of course types used by many institutions so that cross-institutional comparisons can be made.

Change in Grades through Time

Grades in graduate courses usually do not vary as much as grades in undergraduate courses. Whereas students receive a full range of grades in undergraduate classes, most students in graduate courses receive grades that cluster nearer the top of the range. In fact, 80% of the grades recorded for Georgia State graduate students in Fall, 1975, were A's and B's (Prather & Smith, 1976). As a result of this narrower range, the degree of grade inflation or deflation evidenced in graduate courses is less than that for undergraduates.

Chart I summarized the year-to-year changes in grades for the 138 graduate courses. The 1971 - 1975 regression estimators have been taken from the individual course analyses in the appendix and may be used to gauge the change, in the proportion of a letter grade, that grades have reflected since 1970. For example, in Accounting 818, the regression estimator for 1971 is 1.21, while that for 1975 is -.09. The total average grade change in this course, then, was a decrease of one and a third letter grade (1.30). Also, the estimators for the intervening years are each less than the previous year. The large and consistent decline in average grades for the period is a clear example of grade deflation in Accounting 818.

For most courses, however, the change in grades was neither as consistent nor as strong. Average grades in the majority of courses fluctuated up and down for a small net change after five years. Sixty percent of the graduate courses studied showed less than one quarter of a letter grade change during the study period (Figure 1.). Overall, 57% of the graduate courses showed net increases in average grades during the study period, while 43% evidenced net decreases.

Grades in seven courses declined by more than half a letter grade while grades in six courses rose by half a grade:

Negative Net Change		Positive Net Change	
AC 850	- .50	FED 709	+ .54
FED 853	- .50	ECI 850	+ .56
FI 832	- .58	AC 849	+ .59
RE 840	- .88	DEC 703	+1.00
FI 820	-1.06	ART 801	+1.04
AC 818	-1.30	PSY 810	+ .69
FI 840	- .59		

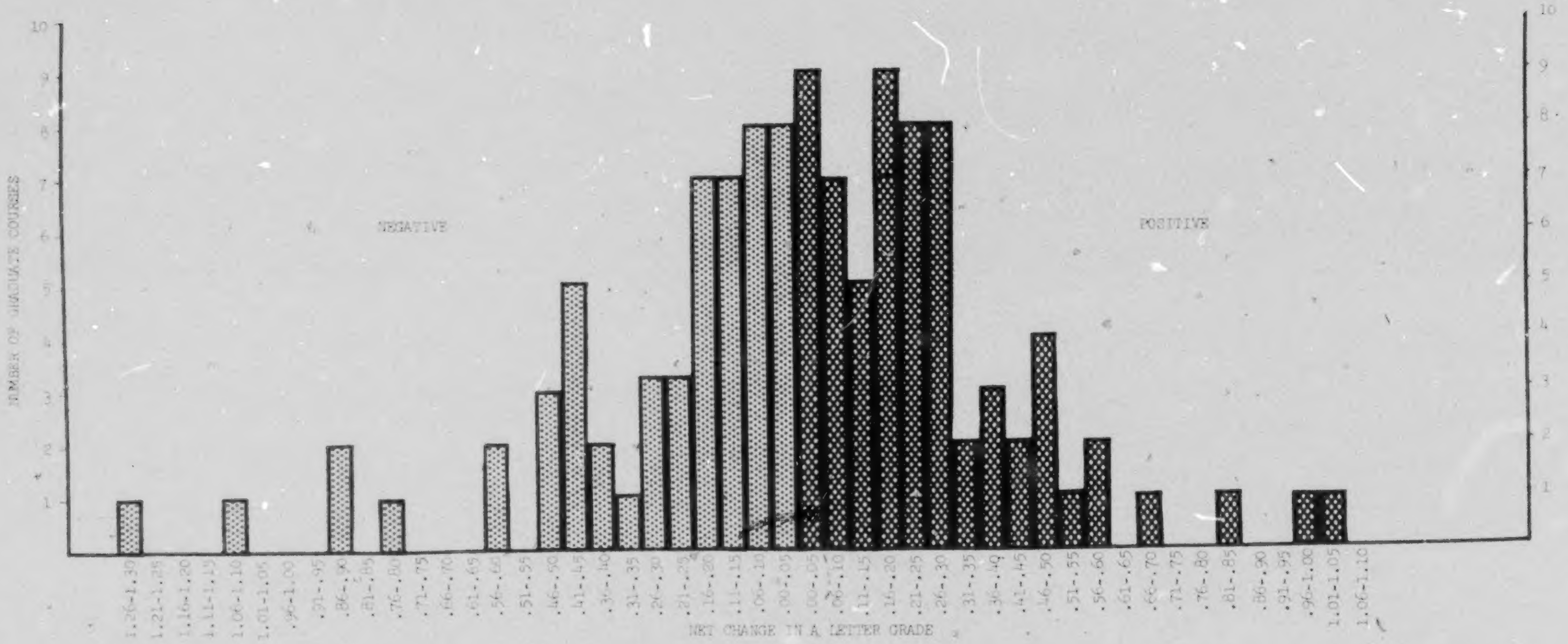
CHART 1

SUMMARY BASED UPON REGRESSION EQUATIONS FOR 138 GRADUATE COURSES

Table No.	Course Name and Number	Sample Mean Grade	Standard Deviation	Regression Estimators 1971	1972	1973	1974	1975	Constant	R^2 (Adjusted)	N (Grades)
70	EAS 897	3.90	.33		- .09	- .009		- .21	- .15	.44	100
71	EAS 836	3.53	.50	- .06	- .09	- .55	- .26		- .47	.39	126
72	EAS 843	3.67	.49			- .25	- .25	- .13	- .27	.29	101
73	DEC 646	3.70	.51			- .19	.04		.75	.36	207
74	ECI 736	3.44	.65	- .26	.41	- .43	.34	- .10	.87	.39	108
75	ECI 738	3.80	.42	.16	.17	.10	.27	.31	17.37	.13	493
76	ECI 848	3.52	.61	.24	.37	.41	.39	.33	1.38	.24	1239
77	ECI 850	3.74	.44	- .61	.07		.24	- .05	5.32	.37	172
78	ECI 876	3.76	.44	- .02	.03	.08	.009	.17	2.18	.20	844
79	DEC 703	3.78	.45	- .96	- .11	- .05		.04	1.54	.38	116
80	DEC 747	3.46	.62	.01	.03	- .03		- .03	- .83	.38	163
81	ECI 661	3.65	.52	- .60	- .78	- .54	- .62	- .66	1.27	.19	251
82	LSM 704/ECI 704	3.79	.40	- .30	.14		.15		5.18	.14	161
83	ECI 760	3.50	.71	.16	.13	.31	.17	.18	-7.08	.40	776
84	ECI 762	3.28	.82	.11	.88	.06	.05	- .30	-3.83	.45	109
85	ECI 764	3.74	.48	- .22		- .37	.13	.03	- .77	.32	129
86	ECI 855	3.56	.57	- .29	- .08	- .20	.007	- .03	-3.64	.39	444
87	ECI 856	3.57	.66	.22	.44	.38	.25	.51	- .19	.36	313
88	ART 801	3.39	.51	-1.64	- .50	- .34	- .68	- .60	.70	.26	114
89	DEC 748	3.69	.46		.08	.25	.13	.25	.87	.40	171
90	ECI 742	3.77	.44		- .17	- .17	.07		6.86	.32	181
91	ECI 749	3.48	.56	- .05	- .03	- .07	- .05		-1.25	.35	637
92	ECI 638	3.82	.50	.01	.44	- .32	.01		- .006	.33	137
93	ECI 639	3.84	.38	.17	.02	.20	- .11		1.40	.31	161
94	ECI 740	3.78	.49	.26	- .23		.09	.07	-1.68	.15	199
95	ECI 750	3.68	.49	- .04	- .02	.01	- .12	.06	- .10	.26	365
96	ECI 752	3.84	.40	.40	.14	.31	.50	.45	1.82	.25	439
97	VCD 810	3.45	.52			.009	- .16		-5.67	.36	90
98	MUS 709	3.88	.35		- .07		.16	.01	2.83	.09	107
99	HPRS 779	3.63	.48					.01	1.82	.31	150
100	BA 807	3.52	.55	- .07	.06	- .05		.02	-9.22	.19	246
101	BL 825	3.49	.53	.29	- .23	- .26		- .07	.76	.28	126
102	ENG 883	3.38	.63	- .52		- .10	- .09	- .30	-1.43	.48	98
103	ENG 800	3.22	.61	- .81	- .84	- .70	- .70	- .43	- .61	.38	248
104	MATH 711	3.19	.72	- .06	.02		- .30	- .03	-2.88	.49	104
105	MATH 795	3.32	.92	.19		.20	.34	.02	.82	.50	255
106	QM 615	3.04	1.01	.11	.02	.13	.11	.26	-3.02	.37	519
107	BA 810	3.24	.79	- .15	- .28	- .34	- .35	- .34	-12.98	.35	1090
108	BA 811	3.60	.57	- .04	.17	.28	[illegible]	.33	- .79	.25	812
109	CPS 610	3.36	.62					.01	- .79	.56	258
110	CPS 797	3.73	.45		.05	.03	- .05	- .11	.28	.16	371
111	PSY 601	3.59	.64	- .42	- .28	- .37	- .21	- .21	.16	.37	155
112	PSY 616	3.70	.56	.09	- .07	- .23	- .22	- .04	-1.86	.28	292
113	PSY 803	3.41	.67	.33		.27	.25	.09	-1.13	.28	100
114	PSY 810	3.59	.69	- .08	.48	.71	.26	.61	-2.93	.17	112
115	PSY 813	3.45	.58	- .81	- .15	- .55	- .41	- .33	-1.68	.35	112
116	PSY 820	3.77	.53	.19	.18	.15	.18	.10	.26	.16	133
117	PSY 822	3.82	.43	.06	.18		.32	.15	-1.35	.09	107
118	CPS 601	3.73	.46	.05	.22	.36	.17	.49	37.52	.20	627
119	CPS 730	3.51	.64				.09		- .49	.40	278
120	CPS 741	3.77	.43	- .08	- .12	.18	.14	.10	11.63	.10	470
121	CPS 743	3.66	.50	- .01	.02	- .06	- .04	- .27	.50	.27	755
122	CPS 758	3.60	.49	- .08		- .15	- .17	- .21	4.82	.27	444
123	CPS 826	3.56	.56	- .08	.20	- .08	.18		1.10	.42	494
124	CPS 843	3.62	.50				.006		-2.18	.20	187
125	CPS 845	3.73	.44	- .18	- .10		- .15	- .25	-5.88	.26	146
126	CPS 849	3.54	.59	- .21	.08	- .27	- .22	- .22	.03	.32	416
127	CPS 745	3.70	.49	.73	.93	.69	.76	.62	.07	.23	313
128	PSY 815	3.72	.46	.42	.24	.55	.43	.43	13.71	.27	153
129	CPS 842	3.28	.72	.14	.30	.12	- .18	- .02	-4.25	.51	108
130	DEC 755	3.69	.46	- .23	- .64	.15		.006	3.60	.29	106
131	BA 806	3.21	.63	.60	.60	.68	.67	.65	.52	.29	1002
132	EC 808	3.18	.6[illegible]				.37	.15	-9.73	.30	124
133	UL 840	3.27	.54	.11	- .02	- .14	- .03	.03	-30.78	.39	195
134	HIST 892	3.25	.6[illegible]	.33		.02	.23	.05	- .77	.35	99
135	POLS 701	3.58	.52		- .39	- .10	.01		- .97	.17	145
136	UL 810	3.34	.63	- .68	- .46	- .28	- .16	- .20	-1.57	.26	207
137	UL 820	3.24	.63	.29	.18		- .02	- .19	3.70	.36	201
138	UL 830	3.45	.69	.38	.02	- .04	- .03	- .03	1.81	.30	204

FIGURE 1

NET CHANGE IN LETTER GRADES FOR 118 GRADUATE COURSES 1971-1975



20 courses were removed from consideration because regression estimators did not exist for four or more years.

Of the courses with large net negative changes in grades, six were Business courses and one was an Education course. The courses with large positive net changes were more diversified; three Education, a Business, an Art, and a Psychology course.

Of these courses, only a few changed in a consistent direction every year. Two courses, FED 709 and DEC 703, showed increases in average grades every year for a total grade inflation of more than half a letter grade during the study period. AC 818, FI 820, and FI 832 had large and consistent deflation in grades since 1970.

Variation in Average Grades

Differences in the average grades among different graduate courses can be ascertained by studying the sample mean grade and the regression constant for each course. The sample mean grade and constant for each course are summarized in Chart I.

Sample Mean Grades: As mentioned previously, there is a smaller range in graduate grades than in undergraduate grades. Of the sample of students (current Georgia State graduate students who had taken more than 25 credit hours since 1970 as of 1975) and courses (graduate courses with 100 or more grades recorded since 1970), the range in average grades is about one letter grade.

The sample mean grades for all but two courses were 3.00 and above. The two exceptions were Accounting 601 with an average of 2.94 and Accounting 849 with an average of 2.80. The courses with the highest mean grades were education courses: EAS 897 (3.90), FED 632 (3.91), and ECI 739 (3.94).

Constant Term: The regression constant term can be thought of as a base grade controlling for sample characteristics. In other words, the idiosyncracies of this particular sample are removed from consideration.

If courses with constant terms greater than 2.0 are possibly "high-grading" courses and those with constants less than -2.0 "low-grading" courses, there are 25 "high" courses and 27 "low" courses. Education classes are the higher proportion of both categories. While 59% of the graduate courses studied were Education, 80% of the high-grading courses were Education and only 55% of the "low-grading" courses were Education.

constant > 2.0
Highest Base Grade Courses

AC 845	2.37
RE 840	2.42
SPE 736	5.89
FED 601	6.02
FED 609	3.38
FED 632	3.29
FED 710	6.74
FED 753	3.72
EAS 842	11.98
ECI 738	17.37
ECI 850	5.32
ECI 876	2.18
ECI/LSM 704	5.18
MUS 709	2.83
CPS 601	37.52
CPS 741	11.63
CPS 758	4.82
PSY 815	13.71
DEC 755	3.60
UL 820	3.70
SPE 816	12.80
SPE 632	2.42
FED 617	12.43
FED 790	2.83
ECI 742	6.86

constant < -2.0
Lowest Base Grade Courses

AC 818	- 9.00
AC 850	- 2.23
BA 803	-11.25
FI 831	- 6.29
BA 804	-13.94
DEC 726	- 2.42
SPE 857	- 3.68
FED 604	- 7.18
FED 709	-19.40
EAS 841	- 2.69
EAS 848	-14.97
ECI 760	- 7.08
ECI 762	- 3.83
ECI 855	- 3.64
VCE 810	- 5.67
BA 807	- 9.22
MATH 711	- 2.88
QM 615	- 3.02
BA 810	-12.98
PSY 810	- 2.93
CPS 843	- 2.18
CPS 845	- 5.88
CPS 842	- 4.25
EC 808	- 9.73
UL 840	-30.78
SPE 601	- 8.97
FED 636	-14.96

A large difference in constants suggests a difference in grading standards. The course with the highest constant was Counseling & Psychological Services 601 with 37.52. The lowest base grade course was Urban Life 840 with -30.78.

To repeat, the constant term of each graduate course indicates the base grade statistically controlling for the characteristics of the sample, while the sample mean grade gives the average grade taking the sample characteristics into consideration. A large difference between the constant of a course and the mean grade of its sample demonstrates that student characteristics have a great deal of influence on grades. For example, the mean grade of Educational Administration 848 was a relatively high 3.66, while its constant was a very low -14.97. Thus the academic and personal characteristics of the students sampled for EAS 848 could be said to explain the higher grades in that course.

Analysis of Graduate Courses by Major Field of Study

Charts 2 and 3 illustrate the impact of the 39 various graduate major fields on the grades in the 138 graduate courses. These charts are derived from the individual course tables in the Appendix in order to summarize the impact of a student's major on the grade received in a course. The estimators gauge the effect, in the proportion of a letter grade, that a student's major has in various courses. For a particular course, a larger estimator of the impact of a major field is indicative that, on average, students from that major make higher grades. For example, the estimator for Elementary Education majors in Accounting 601 is 1.29, meaning that these education students received one and a third letter grades higher than average in this business course.

Because graduate majors have usually narrowed their field of study to a particular area, graduate students take fewer courses outside their discipline than undergraduates. As a result, most courses for which data are available are a part of or closely akin to a student's major field. It is not easy to determine how course grades are affected by a student's major field, because of the small number of graduate students taking courses

CHART 2

ESTIMATED LETTER GRADE IMPACT FOR MAJORS IN 138 GRADUATE COURSES / REGRESSION ESTIMATORS FOR EDUCATION, SOCIAL SCIENCE, AND URBAN LIFE MAJORS

MAJORS

		EDUCATION												SOCIAL SCIENCES				URBAN LIFE			
Table No.	Course Name and Number	Business Educ.	Counsel. & Psy. Serv.	Educ. Admin.	Educ. Found.	Elem. Educ.	Early Child. Educ.	Library Media	Leader. Plan'g.	Phys. Educ.	Reading Spec.	Second. Educ.	Special Educ.	History	Pol. Science	Psych.	Sociology	Crim. Justice	Human Resources	Phys. Res.	Urban Admin.
1	AC 601		.10	-.11		1.29			.30			-.29			.27		-.41				-.35
2	AC 818																				
3	AC 829																				
4	AC 845	-1.02																			
5	AC 849	-.20																			
6	AC 850	-.17																			
7	AC 862																				
8	BA 803		.46	-1.36					-.30			-1.67	-.40			-.33					
9	FI 820														.63						
10	FI 830			-1.58					-.51			-.43									
11	FI 831																				
12	FI 832																				
13	FI 840								-.08												
14	BA 801	-.18	-.23	.15	-.78				-.23						-.46			-.41			.06
15	BA 802	-.14	.10	.07					-.22			.11			.17	-6.44		-.07			-.36
16	MGT 601	-.10	-.25	-.05	-.12				-.06	-.39		-.49	-.54				-.31	.18		.07	-.12
17	MGT 810	.06	-.51	-.11	-.63				.01			-.25			1.10						
18	MGT 820	.16		-.27	-.78	.29				-.20		.52	-.12		.50	.62		-.38	-.22		
19	MGT 825	.31	-1.09						-.45						-.33						
20	MGT 8[illegible]0	.04	.11	.20		.33			.16	.51		.38	.08		.57	.21		.28	-.65	-.11	.17
21	MGT 8[illegible]		-.20	.32					-.21						-.17						.12
22	RE 84[illegible]								-.44												
23	BED 841	-.03	-.14			.05															
24	MGT 830		-.35	-.56		.15			-.06						-.08	-.01					.21
25	BA 805	-.40		-.32	.39				-.04			-.29			.94						.27
26	LSM 636	.19	.82	.51		.43	.66	.52	.54		.41	.39	.53								
27	IS 801	.38	.30	-.30	.55	1.47		1.47	.11			.55	.29		.10	.25	.03	.25	-.56	-.71	.24
28	IS 802			.29					-.10			-.45			-.63	-.05	.33	-.16			
29	ECI 647	-.35	-.63	-.26		-.23	-.09		-.23		-.20	-.14	-.29								
30	ECI 739		-.18	-.15			.03		-.21		-.11	-.13	.01	-.12							
31	DEC 645		.09	-.52			.06		.28				-.03			-.23					
32	DEC 726		.28	-1.02		-.03	.08				.24	-.14	.19								
33	SPE 601	.05	.007	.20	-.08	-.04	-.14	-.38	.08	-.04	-.05	.22	.02			.77	1.04				
34	SPE 736	-.09	-.15	.29		-.12			.20		-.12	.09	.04			.08					
35	SPE 811	.18		-.13	-.72	-.35			.52		-.26	.15				-.39					
36	SPE 816	-.96	-.30	-.45	-.13	-.61	-.32	-.08	-.87	-.26	-.64	-.35	-.37			-.37					
37	SPE 838	.52	.02	-.59		-.13					-.83	-.05	-.02			-.09	-1.59				
38	SPE 857		-.19			-.15	-.63		-.15		.19	.35				-1.01					
39	SPE 896		.53	.54		-.10			.34	.49		-.15	.14								
40	ECI 833		.14	.34		.09		-.08	.23		.12	.09	-.32								
41	SPE 632		-.04	.09			.24		-.06		.05	.07	-.10			.24	-.09				
42	FED 601	-.10	-.16	-.17	-.90	-.46	-.34		-.46	-.46	-.45	-.23	.24	.28							
43	FED 604	.10	-.30			-.33	-.61	-.63	-.01		.03	-.10		-.15	-3.00	-.61					
44	FED 609	-.56	-.59	-.37	-.56	-.61	-.72	-.42	-.66	-.67	-.75	-.52	-.58	-.02							
45	FED 615	-.19	-.01	-.05		-.21	-.11	-.22	.02	-.18	.06		.09	.04	-.83	.16					
46	FED 617	.13	.02	.10	-.08	-.21	-.28	.33	-.18	-.53	-.17		-.11	.32							
47	FED 620	.69	.73	.42	.70	.71	.42	.66	.60	.78	.94	.81	.41	.51	1.39						
48	FED 626	-.67	-.18	-.31	-.16	-.50	-.62	-.39	-.55	-.34	-.44	-.36	-.61						.20		
49	FED 631	-.71	.34	.31	.24	.05	.48	.02	.53	-.05	.31	.29	.36	-.01	.18	.30		.32			
50	FED 632	-.12	-.06	-.07	-.28	-.11	-.19		-.13	.02	-.31	-.13	-.14	-.22	-.23	-.16					
51	FED 709	.02	.27	.20	.35	-.03	.10	.84	.26	.24	-.34	.31	.17	.93	-.17						
52	FED 710	.46	.54	.54	.66	.31	.81		.59	.89	.82	.48	.28		-.27						
53	FED 753	.27		.15	.07	-.17				.14	.04	-.04				-.27	.63				
54	[illegible]D 790	-.23	-.11	-.23	-.25	-.33	-.38	-.43	-.18	-.24	-.25	-.16	-.22	-.31	-.19	-.08	-.80	.60			
55	FED 853	-.06	-.06	.09	.32	.37	-.70		-.03		.13	.12				.90					
56	FED 854		-.15	.17	-.09				-.20			-.27	-.25								
57	FED 636	-.17	.27	-.15	-.83	-.07		-.24	-.06	-.20	.40	.05	-.03	.30					-.27		
58	FED 745	-.21	-.24	-.16	-.21	-.34	-.34	-1.22	-.13	-.54	-.40	-.17	-.44			-.21					
59	EAS 747	-.16		-.42		-.02	.05	-.63	-.12												
60	EAS 800		-.90	-.69	-1.95	-.84			-.51			-.43	-.78		-1.05						
61	EAS 801		-.93	-.83	-.96	-.99			-.69			-.74	-.80		-.07						
62	EAS 810	-.22	-.24	-.01	.14		-.73			-.22	-.08	-.18			.18			.40			
63	EAS 826	-1.04	-.35		.10	.13		.16		-.74		-.30	-.37		-.79						
64	EAS 833	-.19	-.16	-.41	-.86	-.32	-.65		-.47		-.41	-.50	-.50		-.33						
65	EAS 841	.31	-.20			-.09	-.04	-.13	-.01		.07	.01	-.10								
66	EAS 842	.20	-.15	-.09	-.25				.14	.33	-.21		.03								
67	EAS 848	.12	-.24	.15	-.18	-.17			.04			-.06									
68	EAS 852	.52	.07	.02		-.37			-.14			.16	.11		.41				.38		
69	EAS 865	-1.18	-1.12	-.67		-.52			-.49			-.89	-.59								

CHART 2 (continued)

ESTIMATED LETTER GRADE IMPACT FOR MAJORS IN 138 GRADUATE COURSES / REGRESSION ESTIMATORS FOR EDUCATION, SOCIAL SCIENCE, AND URBAN LIFE MAJORS

MAJORS

		EDUCATION												SOCIAL SCIENCES				URBAN LIFE			
Table No.	Course Name and Number	Business Educ.	Counsel. & Psy. Serv.	Educ. Admin.	Educ. Found.	Elem. Educ.	Early Child. Educ.	Library Media	Leader. Plan'g.	Phys. Educ.	Reading Spec.	Second. Educ.	Special Educ.	History	Pol. Science	Psych.	Sociology	Crim. Justice	Human Resources	Phys. Res.	Urban Admin.
70	EAS 897		.04			.19	- .09		- .04			.33									
71	EAS 836	- .38	- .24	.15	-1.00	.37				- .21		.05	- .37								
72	EAS 843				.11	- .03	- .25	.25		- .54		- .28	.12								
73	DEC 646			- .99		- .12	.05		.18			- .22	.04								
74	ECI 736	- .78	.14		.07	- .33	- .61		- .10	- .40	- .38	- .18									
75	ECI 738	.31	.24	.37	.28	.23	.43	.43	.43	.31	.14	.36	.35	.48							
76	ECI 848	- .44	- .33	- .40	.02	- .46	- .53	- .60	- .43	- .56	- .33	- .41	- .42	.05	- .65	- .86			- .26		
77	ECI 850		- .33	.09	.21	.08	- .35	.14	.31	.53	.23	.10	.02								
78	ECI 876	- .20	- .01	- .33	- .08	- .22	- .13		- .19	- .14	- .26	- .13	- .30	- .31	.27	- .64					
79	DEC 703			- .06		.01		- .03	- .10		.07		.10								
80	DEC 747		.07	- .38		- .24	- .13		- .05		.11	- .48	- .08								
81	ECI 661		.15	.09			.04	- .14	- .47			- .14	- .18			- .43					
82	LSM/ECI 704		- .13	.31		.01		.04	.34		- .04		- .05								
83	ECI 760	- .03	- .09	- .17	- .19		- .07	- .27	.38	1.09	.03	.17				- .28					
84	ECI 762		- .14		- .69	- .04	- .29		.27		.01	-1.002	- .29								
85	ECI 764		.13	- .17	.23	.28		.47	.41		.16	.22	.31								
86	ECI 855		- .14	- .72			.09	- .18		-1.15	.06	- .02	.01			- .95					
87	ECI 856			- .13			- .19	- .08			.06	- .30	- .15			.70					
88	ART 801	- .31		.71		.07	- .18					.10	- .80								
89	DEC 748		.43			.07	.04	- .04	- .80		- .25										
90	ECI 742		2.20	1.86		1.70		1.89	1.94			1.84	1.21								
91	ECI 749	.39	.44	.46		.42	.49	.18	.62	- .46	.36	.44	.36			1.25					
92	ECI 638			- .46	.24	- .42		- .63	- .04	.54	- .69	- .07	- .21								
93	ECI 639		.07	- .65					- .10		.06	.06	- .02								
94	ECI 740	.35		- .68		.37		.57	.17		.76	.45	.09								
95	ECI 750	.32	.12	.29		.03	- .28		- .06	- .62	.07	- .09	.07								
96	ECI 752					- .07		.05	- .02		.23	- .15	- .06								
97	VCD 810		- .07	- .33		- .81			.17												
98	MUS 709					.10	.58		.05			- .06									
99	HPRS 779					- .20				- .04		.07	- .13								
100	BA 807	- .38	.26						- .45			- .13			.78			- .75			
101	BL 825								.51												.18
102	ENG 883							- .35	- .20			- .41		- .28							
103	ENG 800		.34	.04	.07	- .11		.43	.63		- .09	.28									
104	MATH 711			- .74		.46						.10									
105	MATH 795		.10	- .17	- .75	.27			- .47			.21			.05		- .14	- .04	.13	.05	
106	QM 615		.69	- .36					- .80			.90			- .80						
107	BA 810		.46		- .10				.06			- .39			.38						
108	BA 811		- .26						.15												
109	CPS 610	-1.17	- .31	- .59	- .28	- .56			- .58	-1.64		- .77	- .82								
110	CPS 797				.08	- .08						- .08	- .65			- .58		.26	- .66		
111	PSY 601		-1.63		-1.57				- .81						- .58	- .23					
112	PSY 616	.06		.16	- .28	- .08		.42	.10	.37	- .18			.39		.10			.65		
113	PSY 803		- .30		- .85								.05		.58	- .13					
114	PSY 810					- .18			- .11				.56		1.60	.06					
115	PSY 813		.78		- .12	.29			.92				1.09			1.25					
116	PSY 820		.06			- .67			- .08				.28								
117	PSY 822					.63			.08				- .10			.47					
118	CPS 601	.42	.26	- .03	- .02	.23	.44	.14	.27	- .08	.26	.39	.11	.45		.70	- .29	.75	- .02		
119	CPS 736	- .42				- .77			- .10			- .44	.25			.25		.68			
120	CPS 741	.35	- .17	- .15	- .66	- .11	- .17		- .09			- .10	- .09			- .30	- .87	- .43	- .38		
121	CPS 743	.33	.15	- .06	- .41		.53	- .95		- .10		- .03	.06		-1.08	.13	.43	.27	.23		
122	CPS 758		.27	.26	1.19	- .33			.21	- .12		.47	.33			.40					
123	CPS 826		- .07	- .28					- .04	.29		- .04	-1.08			- .11	- .47	.15			
124	CPS 843		- .35	- .92					- .52	.25		.04									
125	CPS 845		.04			.82			- .08	- .12		.17			.40	.51					
126	CPS 849	- .44	- .26	- .42	- .11	- .18			- .45			- .33				-1.13		.32			
127	CPS 745	.48		- .03		- .55		.27	- .11			- .10	.31			.24		- .22			
128	PSY 815		- .09		- .06				- .24				- .33		- .73				- .67		- .06
129	CPS 842		.50						.41	.008		.70	.26			.43	.44				
130	DEC 755		- .22			.05															
131	BA 806			.34					.33			- .32			- .44	.28					
132	EC 808			.46	.87				- .46			- .37			- .72			.58			.22
133	UL 840		- .54	- .17					- .27	- .72					.28		.44	- .47	- .39	- .49	- .33
134	HIST 892					- .51			- .31			.04	.34	.23							
135	POLS 701	.35	-1.19						.05			.12			- .11	- .33					.15
136	UL 810		- .81	- .51		- .54			- .29			- .76	- .56		- .27		5.53	- .19	- .29	.04	- .14
137	UL 820		- .59	- .26	- .96				.21			-1.42	-1.16		- .82			- .43	- .20	- .24	- .10
138	UL 830		- .41	- .09	-1.36	-1.44			- .22			- .75	- .57		- .83		-2.98		- .08		- .10

CHART 3

ESTIMATED LETTER GRADE IMPACT FOR MAJORS IN 138 GRADUATE COURSES / REGRESSION ESTIMATORS FOR BUSINESS, ART, ENGLISH, MATHEMATICS, MUSIC, AND UNDECLARED MAJORS

		MAJORS																		
		BUSINESS																		
Table No.	Course Name and Number	Accounting	Actuarial Science	Decision Sciences	Economics	Finance	Health Admin.	Internat'l. Business	Insurance & Risk	Info. Systems	Management	Marketing	Real Estate	Art	Art Educ.	Biology	English	Math.	Music Ed.	Undeclared
1	AC 601	.65	-.80	.33	.15	.46	.26	.25	.03	.25	.16	.35	.42					.26		.17
2	AC 818	.16			- .77				- .91	- .23										
3	AC 829	.07				- .44			- .40	-1.01		.46								
4	AC 845	- .78						-2.88		.41	- .48									
5	AC 849	.10			.28	- .29		.32		.54	- .18	.28	.31							- .79
6	AC 850		-.54	- .97	.33	- .04		-1.49		.22	- .30	.59								- .20
7	AC 862	- .33		-1.0004		- .24			- .66	- .14	- .67	.21								
8	BA 803	- .20	-.33	- .58	- .50	- .46	- .52	- .42	- .33	- .62	- .56	- .52	-.38							- .41
9	FI 820	- .25			- .16	- .13			- .14		- .04	- .39	-.71							- .81
10	FI 830	.12	.33	- .08	- .14	- .04	- .15	.17	- .37	- .40	- .26	- .23								.07
11	FI 831	.50		.05	.14	.17	.44	- .34	.63	.15	- .03	.15	-.19							- .59
12	FI 832	.60		.63		.47	.86	.03	.29	- .38	.70	.04	-.57							- .29
13	FI 840	.25		- .61	.48	.32	- .27	.63	.006	- .13	- .11		.43							
14	BA 801		-.06	.04	.02	.02	- .39	.13	- .02	- .10	.01	.18	-.09					.79		
15	BA 802		-.19	.20	- .15	- .02	- .61	- .03		- .28	.01	- .10	.05					- .42		.02
16	MGT 601	- .05		- .13	- .13				- .30	- .09		.02	.13					- .44	- .57	- .12
17	MGT 810	.12	-.12	- .24		- .10	.52	- .06	.32	.35	.28	.47	.55							.33
18	MGT 820	- .25	-.25	.29	- .56	- .13	.22		- .54		.05	.55	-.19							.01
19	MGT 825	- .32		- .05	.35	- .13		.07	- .37	- .45	- .15	- .14	.07							- .16
20	MGT 840	.23	-.32	.22	.71	- .08	.05	.24	.18	- .04	.20	- .18	.23					.84		.27
21	MGT 880		.08			- .35	- .56		- .66		.11	.15	-.58							- .19
22	RE 840	- .56			- .53	- .42			- .69		- .54	- .84	-.64							- .86
23	BED 841																			
24	MGT 830	- .52	-.14	.31		- .18	- .45		- .27	- .24	- .15	- .27	-.56							- .15
25	BA 805	.22	.29	.14	.20	.26	.49	.16	.05	.21	.16	.25	.14					.56		.26
26	LSM 636																		- .16	.35
27	IS 801	.15	.48	.37	.16		1.10	.12	.30	.57	.09	- .03	-.77			.25		.34		.38
28	IS 802	.09	.18	- .13	- .09		.24	- .40		.27	.03	.19				- .71		- .28		- .39
29	ECI 647																			- .01
30	ECI 739																			.04
31	DEC 649																	- .80		- .13
32	DEC 726																		- .47	
33	SPE 601													.54	1.25	-2.32			- .29	.04
34	SPE 736													- .56		- .23				- .04
35	SPE 811													- .50			.09			- .15
36	SPE 816													.08					.15	- .13
37	SPE 838	.22												- .42						- .29
38	SPE 857													- .64						.08
39	SPE 896															.89				.17
40	ECI 833																.27			.05
41	SPE 632																			
42	FED 601															.23	2.32		- .08	- .54
43	FED 604										.34				.22		.44		- .09	- .30
44	FED 609																.49	-1.40	-1.10	- .65
45	FED 615										- .05				- .62	- .40	- .23		- .43	- .09
46	FED 617										- .23						.41		-2.38	
47	FED 620														.53	.74	.78		.77	.84
48	FED 626										-1.75			- .32			1.22		- .19	- .71
49	FED 631				.31						.17				.05	- .40	.29	.14	.04	.21
50	FED 632					- .90										- .97	- .01		- .17	- .21
51	FED 709	-1.75			- .20						- .03				- .39	.99	.40		- .37	.20
52	FED 710																			.70
53	FED 753	.11								- .27				- .44		.25	.06	.13		- .05
54	FED 790	.28				.45			.76		.05	- .36		- .92		.18	- .03	- .02	.01	- .25
55	FED 853																			.08
56	FED 854																			- .06
57	FED 636													1.40					- .71	.23
58	FED 745													.05			.14			- .44
59	EAS 747																			- .04
60	EAS 800	.60									- .68									- .76
61	EAS 801	- .26									- .63									- .81
62	EAS 810									.70	.68									.09
63	EAS 826																			
64	EAS 833										- .75									- .58
65	EAS 841										- .30				.08		.31		- .06	.06
66	EAS 842										- .36									
67	EAS 848										3.90									
68	EAS 852										- .36						- .41			- .11
69	EAS 865										- .64								- .23	- .58

CHART 3 (continued)

ESTIMATED LETTER GRADE IMPACT FOR MAJORS IN 138 GRADUATE COURSES / REGRESSION ESTIMATORS FOR BUSINESS, ART, ENGLISH, MATHEMATICS, MUSIC, AND UNDECLARED MAJORS

		MAJORS																		
		BUSINESS																		
Table No.	Course Name and Number	Accounting	Actuarial Science	Decision Sciences	Economics	Finance	Health Admin.	Internat'l. Business	Insurance & Risk	Info. Systems	Management	Marketing	Real Estate	Art	Art Educ.	Biology	English	Math.	Music Ed.	Undeclared
70	EAS 897																			- .28
71	EAS 836										.45								.13	
72	EAS 843																			- .48
73	DEC 646																			- .28
74	ECI 736			- .79															- .25	.08
75	ECI 738													.67	.74		.29	- .51		.24
76	ECI 848										- .56					- .18	- .39	- .26	- .43	- .48
77	ECI 850										.73								.09	.12
78	ECI 876	- .59			.19					- .49						.20	.05	- .33	.04	- .22
79	DEC 703																			.04
80	DEC 747																			
81	ECI 661																			.18
82	LSM/ECI 704																.19		-1.03	- .04
83	ECI 760																			.12
84	ECI 762																			- .42
85	ECI 764	- .15														1.16	.77			- .03
86	ECI 855										-1.15						- .12			
87	ECI 856																			.09
88	ART 801																			- .02
89	DEC 748																			.18
90	ECI 742				2.82													1.66		1.55
91	ECI 749													.24						.34
92	ECI 638													- .38		-1.08				- .35
93	ECI 639													.06						.24
94	ECI 740															.74				.53
95	ECI 750																			- .16
96	ECI 752																			.07
97	VCD 810																			
98	MUS 709																		.10	.17
99	HPRS 779																			- .55
100	BA 807	.07	.40	- .13	- .41	.08		.03	- .26		- .03	.23	.34							- .13
101	BL 825	.82	.80	.84		.68			1.17	.96	.65	.58	.36							.56
102	ENG 883																- .17			- .12
103	ENG 800																.57			.51
104	MATH 711																	.25		- .06
105	MATH 795					.30										- .11		- .10		.08
106	QM 615	.42		.21	.68	.44	.15	.27	.09	.26	.34	.07	.69						- .23	.29
107	BA 810	.11	.64	.45	.11		.48	- .10	- .30	.21	- .04		-.17					.22		- .03
108	BA 811	.13	.48	.33	.11	.11	- .35	.04	.01	.10	.10	- .02	.07					.10		.03
109	CPS 610																			- .28
110	CPS 797	- .60															- .34			.25
111	PSY 601																			
112	PSY 616	- .12												- .13		- .09	.26		.36	- .21
113	PSY 803																			
114	PSY 810																			
115	PSY 813																			
116	PSY 820	- .58																		.37
117	PSY 822																			.06
118	CPS 601	.76				.60									- .54	- .01			.38	.19
119	CPS 736					-1.30														.43
120	CPS 741	.10				.10					.26					- .13	.02		- .20	- .25
121	CPS 743	- .57				.54					- .30					- .89	- .51			.20
122	CPS 758																- .17			.28
123	CPS 826	- .34															.43			.02
124	CPS 843					.11														- .29
125	CPS 845																			.18
126	CPS 849					.35					- .20						.08			- .62
127	CPS 745	.60				.39					.55						.36			- .25
128	PSY 815	1.65									.12	3.49								
129	CPS 842	.96									1.24									.14
130	DEC 755																		- .13	- .49
131	BA 806	.13	.26	.33	.11	.11	.13	.25	.16	.07	.09	.09	.06					.49		.22
132	EC 808	- .96	-.15	.31	.35	- .13		.94	- .07		- .11									- .12
133	UL 840				.18	.17				.10	2.45									- .46
134	HIST 892																			- .06
135	POLS 701	1.05	-.54		- .12				.92		.39									- .09
136	UL 810																			- .24
137	UL 820																			- .09
138	UL 830					- .09				- .68	-3.86								-1.08	.02

"outside" of their field (See Prather, Williams, Wadley, 1976, pp. 138-144).

Patterns in the impact of major field on course grades can be seen for graduates, however, and highlights may be summarized as follows:

Business Education: Business Education majors had relatively lower estimators in accounting and business administration courses. Note that the estimators for these courses are negative and comparatively low. The group of courses with consistently the highest estimators is management, i.e., Business Education majors did well in these courses.

Counseling & Psychological Services: No course group evidenced consistently high or lower average grades for Counseling & Psychological Services majors. There was no single trend, even for the counseling courses. This major had an especially low estimator in a psychology course, PSY 601 (-1.63), Psychological Statistics, II (see pp. A222-A223).

Educational Administration: Most of the estimators for Educational Administration majors in Educational Administration courses were negative, meaning that these students received lower grades, on average, in the courses within their field.

Educational Foundations: As a group, this major had negative estimators in the management and special education courses for which there is available information. There was a mixture of positive and negative estimators in the courses within the Educational Foundations majors' field.

Elementary Education: Positive estimators were seen for all business courses for which there is sufficient information to work, although not many students are involved in these courses. In other words, those few elementary education majors who went outside their field and took business courses generally recorded higher grades. Almost all special education and educational foundation courses had negative estimators.

Early Childhood Education: No course group had all negative or positive estimators, although most curriculum & instruction courses were negative.

Library Media: Only two library science media courses were studied and both showed weak, positive estimators. Library Media students typically received slightly higher grades in these two courses. No readily observable patterns were found in other courses.

Leadership Planning: This major had negative estimators in finance courses.

Physical Education: The only course within physical education majors' field was HPRS 779 - Problems in School Health (pp. A198-A199) - which had a slight negative impact (-.04). Thus, Physical Education majors usually received slightly lower grades in this course.

Reading Specialist: There were approximately the same number of negative and positive estimators for this major, and no course area showed a dominance of negative or positive estimators. Thus, reading specialist majors did not receive noticeably higher or lower grades in any course grouping.

Secondary Education: The Secondary Education major had lower estimators, on average, in accounting and higher ones in math. Unusually low estimators were recorded for UL 820 (-1.42) - Urban History (pp. A274-A275) and ECI 762 (-1.002) - Trends and Practices in the Teaching of Reading (pp. A168-A169), but higher estimators were found for ECI 742 (1.84) - Topics in School Mathematics Curricula (pp. A180-A181).

Special Education: As with all other majors, ECI 742 - Topics in School Mathematics Curricula (pp. A180-A181) - had a very high estimator (1.21), which means that graduate students in most fields averaged higher grades in this education course than they did in other courses studied. The Special Education major also had high estimators in PSY 813 (1.09) - Advanced Child Development (pp. A230 - A231), but low grades in UL 820 - Urban History (pp. A274-A275) - (1.16), and CPS 826 (-1.08) - Counseling Theory (pp. A246-A247).

History: Most of the courses containing information on history majors were educational foundation courses, but no definite patterns emerged in the grades history majors made in these courses. The only history course studied, HIST 892 - Introduction to Historiography (pp. A268-A269) - had a slight positive estimator (.23), which means that history majors received a quarter of a letter grade higher, on average, in this history course.

Political Science: This major showed a large number of high estimators and low estimators. The large estimators are for MGT 810 - History and Philosophy of Management (pp. A34-A35) - which was 1.10; and FED 620 - Developmental Psychology (pp. A94-A95) - which was 1.60. The exceptionally low estimators were found in FED 604 - History of American Education (pp. A86-A87) - of -3.00; in EAS 800 - Concepts and Practices of Educational Administration and Supervision I (pp. A120-A121) - of -1.05; and CPS 743 - Systematic Helping Skills I (pp. A242-A243) - of -1.08.

Psychology: There were several large negative estimators for psychology majors. Low estimators are found in CPS (-1.13) - Systematic Helping Skills II, pp. A248-A249; BA 802 (-6.44) - Administrative Practices, A31-A32; SPE 857 (-1.01) - Methods of Teaching Children, pp. A76-A77. The psychology course with the highest estimator was PSY 813 (1.25) - Advanced Child Development, pp. A230-A231.

Sociology: Sociology majors had a high estimator in Urban Life 810 (5.53) - Urban Political Behavior (pp. A272-A273)- and a negative estimator in Urban Life 830 (-2.98) - The Urban Complex (pp. A276-A277). In another course area, sociology students had a positive estimator - Special Education 601 (1.04) - Exceptional Children and Youth - (pp. A66-A67), but a negative one in Special Education 838 (-1.59) - Behavior Modification of Exceptional Children (pp. A74-A75).

Criminal Justice: These majors showed more negative estimators in the urban life courses than in the other courses studied by approximately half a letter grade. This is seen by studying the estimators for UL 840 (-.47) - Economics of Urban Problems (pp. A266-267), UL 810 (-.19) - Urban Political Behavior (pp. A272-A273), and UL 820 (-.43) - Urban History (pp. A274-A275).

Human Resources: As with the Criminal Justice majors, Human Resources majors recorded more negative estimators in the urban life courses than in other courses. UL 810 (-.29) - Urban Political Behavior (pp. A272-A273), UL 820 (-.20) - Urban History (pp. A274-A275), UL 830 (-.08) - The Urban Complex (pp. A276-A277), and UL 840 (-.39)- Economics of Urban Problems (pp. A266-A267) all showed negative estimators.

Physical Resources: Very few estimators were available for examination, so no patterns can be identified.

Urban Administration: All the urban life courses studied for this major had slight negative estimators for the Urban Administration major.

The following major fields of study are found in Chart 3 and the trend of the estimators is as follows:

Accounting: Accounting majors recorded relatively higher estimators in accounting, finance, and information systems courses. Note that the estimators for these courses are comparatively higher. Lower estimators were recorded for accounting majors in management and psychology courses.

Actuarial Science: Although actuarial science majors had lower estimators in some of the graduate courses for which data are available (note the dominance of negative estimators), these students recorded higher relative estimators in information systems and business administration courses. No actuarial science courses were sampled.

Decision Sciences: There is a balance of positive and negative estimators in graduate courses that decision science majors took. These students averaged particularly low estimators in upper level accounting courses.

Economics: Economics majors did not show notably high or low estimators for any group of courses except the few education courses for which data were available. The estimator of ECI 742 - Topics in School Mathematics Curricula (pp. A180-A181) - was an exceptionally high 2.82, meaning that economics majors received almost three letter grades higher than average in this education course - controlling for their background.

Finance: These students had average higher estimators in math and finance courses but had lower ones in accounting and management.

Health Administration: Every course area containing data on Health Administration majors evidenced both negative and positive estimators, so no obvious pattern can be discerned. These students did record high estimators in both information systems courses, however.

International Business: International Business majors averaged very low in accounting courses, especially AC 845 (-2.88) - Advanced Accounting Problems (pp. A8-A9) and AC 850 (-1.49) - Taxation for Business Decisions (pp. A12-A13). Otherwise, there were no noticeable patterns.

Insurance & Risk: With the exception of Business Law 825 (1.17) - Legal Aspects of the Management Process (pp. A202-A203) - in which this major showed a high estimator, no course area evidenced especially high or low estimators on the average, for Insurance & Risk majors.

Information Systems: Majors in information systems showed notably high estimators in information systems courses, and BL 825 (.96) - Legal Aspects of the Management Process (pp. A202-203).

Management: No significant patterns emerged for groups of courses, but there were many individual courses with extreme estimators. Management graduate students recorded unusually high estimators in EAS 848 (3.90) - Economics of Education (pp. A134-A135), UL 840 (2.45) - Economics of Urban Problems (pp. A266-A267), and CPS 842 (1.24) - Psychological Aspects of Disability (pp. A258-A259). Lower estimators were shown for UL 830 (-3.86) - The Urban Complex (pp. A276-277), FED 626 (-1.75) - Sociology of Culturally Different Children (pp. A96-A97), and ECI 855 (-1.15) - Diagnosis of Reading Difficulties (pp. A172-A173).

Marketing: Marketing majors recorded higher than average estimators in all accounting courses surveyed and CPS 745 (3.49) - Vocational, Educational and Social Information (pp. A254-A255). No other course area had outstanding trends for this major field.

Real Estate: In the only real estate course studied, Real Estate majors received lower estimators (-.64) when all other variables had been controlled.

Art: Very few course estimators exist for this major field. The course group with the most estimators is special education, and those estimators are equally divided between positive and negative scores.

Art Education: A strong positive estimator (1.25) existed in Special Education 601 - Exceptional Children and Youth (pp. A66-A67) - for Art Education majors, meaning that these majors received unusually high grades on the average in this course. Few other estimators are shown for Art majors.

Biology: No biology courses were studied because enrollments in biology classes did not meet the minimum requirement, but several courses are outstanding in their impact on biology majors. These students received higher than usual grades in ECI 762 (1.16) - Trends and Practices in the Teaching of Reading (pp. A168-A169), but lower estimators in SPE 601 (-2.32) - Exceptional Children and Youth (pp. A66-A67), and ECI 638 (-1.08) - Science in the School Curriculum (pp. A184-A185).

English: Most of the estimators for English majors are in educational foundations courses, and the majority of these are positive. FED 601 (2.32) - Anthropology of Education (pp. A84-A85), and FED 626 (1.22) - Sociology of Culturally Different Children (pp. A96-A97) showed especially high estimators for the major.

Mathematics: Of the two math courses studied, one, Math 711 (.24) - The Real Number System (pp. A208-A209) - was weakly positive and one, Math 795 (-.10) - Applied Statistics I (pp. A210-A211) - was weakly negative. ECI 742 (1.66) - Topics in School Mathematics Curriculum (pp. A180-A181) - had a very strong positive estimator, but another education course, FED 609 (-1.40) - Introduction to Behavior Modification (pp. A88-A89) - was strongly negative.

Music Education: Most of the estimators in courses for this major were educational foundations courses. FED 609 (-1.10) - Introduction to Behavior Modification (pp. A88-A89) - and FED 617 (-2.38) - Fundamentals of Learning and Cognition (pp. A92-A93) - had strong negative estimators.

Undeclared: Estimators existed for almost all courses because undeclared majors sampled a range of graduate courses more than graduate students who had decided on a major. No course group showed a consistent positive or negative impact, as this heterogeneous group sampled courses throughout the graduate programs.

Analysis of Graduate Courses by Student Characteristics

The effects of many variables on graduate course grades were assessed using the regression equations. In addition to the year a course was taken, as summarized in Chart 1 and major field of study, as illustrated in Charts 2 and 3, demographic and academic characteristics of graduate students had an impact on course grades and are presented in Chart 4. Highlights may be summarized as follows:

Demographic Characteristics

Age: There were an equal number of positive and negative estimators for the 138 courses, meaning that older students received higher grades in approximately half the courses studied and lower in the other half. Estimators for age were positive for curriculum and instruction courses, but usually negative for finance and special education courses.

Sex: There were slightly more positive than negative estimators for the sex variable - i.e., females average grades tended slightly higher in the 138 courses. The estimator for sex showed females to have higher estimators in management courses, but negative ones in finance and information systems courses.

Veteran: This variable showed veterans to have higher average grades (positive estimators) in information systems courses, but lower grades in management, math, English, and special education courses.

CHART 4

ESTIMATED LETTER GRADE IMPACT FOR ACADEMIC AND PERSONAL CHARACTERISTICS OF STUDENTS IN 138 GRADUATE COURSES

REGRESSION ESTIMATORS

Table No.	Course Names and Numbers	Demographic Data					Test Scores							Missing Values						
		Age	Female	Veteran	Minority	Hours Attempted	GPA	GRE Quant.	GRE Verbal	GMAT Total	GMAT Quant.	GMAT Verbal	MAT	Age	GMAT Total	GMAT Quant.	GMAT Verbal	MAT	GRE Quant.	GRE Verbal
1	AC 601	.01	-.11	.04	-.02	-.004	1.22	.002	-.002	-.0006	.01	.007	-.01	.20			-.06	- .19		
2	AC 818	-.01	-.06	.11	-.33		1.20			-.02	.09	.16	.23	.11	.08					
3	AC 829	.01	-.07	.17	-.37	.003	.64			.0005	.006		-.02	.20		-.06		1.22		
4	AC 845	-.008	.40	-.11	.98	-.005	.99			.01	- .05	- .08	-.05	-1.30			-.05	- .16		
5	AC 849	.01	-.08	-.05	-.05	-.004	1.33			-.001	.003	.01	-.01	- .81	.28			- .19		
6	AC 850	-.004	.02	.03	.36	-.008	1.29			.01	- .06	- .06		-1.75	.13			.11		
7	AC 862	-.002	-.25	.17	.11	-.004	.65			.007	- .03	- .05			- .01					
8	BA 803		.02	-.03	.01	-.0005	1.03	.02		.002	- .002	- .01	.03	.03	- .02			.30		
9	FI 820	-.01	.02	-.08	.13	.001	1.14			.009	- .05	- .06	-.04	- .10			-.05	- .31	.26	
10	FI 830	-.0005	-.03	.02		-.0003	1.03			.001	.005	- .01	-.02	.11			.06	- .29	- .12	
11	FI 831	-.002	-.03	-.008	.09	-.001	.93	-.005		.005	- .02	- .03	.12	- .06			-.06	2.11		
12	FI 832	-.005	-.22	.05	-.28	-.003	.99			.009	- .06	- .07	.02	.18	.06			- .22		
13	FI 840	-.02	-.27	.05	-.17	.003	1.10	-.005		.004	- .05	- .01	.01	- .10				.06		
14	BA 801	.007	-.009	-.007	-.09	.002	.62			.004	.04	- .02		.15	- .07			- .21		.46
15	BA 802	.01	.07	-.01	-.01	-.0001	.43	.02	.01	-.003	.01	.02	-.008	.09				- .16		-1.99
16	MGT 601	.007	.03	-.04	-.12	.004	.76	.007	.001	.002	- .03	- .01	.002	.12			.02	- .05		.15
17	MGT 810	.004	.08	-.15	.04	.004	.73	-.0009	.007	-.008	.03	.06	.001	- .12		.02				
18	MGT 820	.001	.08	.03	-.06	.001	.70	-.002	.005	-.01	.06	.09	.001	.10	.05			.02		.54
19	MGT 825	.01			.04	.0009	.76			.006	- .05	- .05	-.02	.09			-.02	- .33	.43	
20	MGT 840	.005	.12	.04	-.12	.001	.58	.001	.003			.001	-.005	.15		.05		.008	.10	
21	MGT 880	-.006	-.11	-.07	-.17	.002	.79	.0005		.009	- .06	- .06	-.02	- .39		.04		.17		
22	RE 840	-.01	.04	-.07	-.44	-.005	1.03				- .01			.13	- .04					
23	BED 841	-.006	.31	-.10	-.24	.001	1.08						.0005	- .52	-1.27					
24	MGT 830	.003	.14			.001	.81	.0007	-.001	-.009	.07	.06	.01	.25	- .27			- .14	.29	
25	BA 805	.002	.07		-.04	.0005	.82	.004	-.002	-.0002	.006		-.01	.14	- .06			- .06	.45	
26	LSM 636	.002	-.09	.14	.20	-.0006	.92						-.005					- .01	.11	
27	IS 801	-.006	-.18	.09		-.002	1.17	.0008	.0005	-.007	.06	.05	.003	- .05	- .18			.08		.17
28	IS 802		-.04	.03	.29	-.002	1.44	.003		-.006	.05	.04	.02	- .34				.43		.31
29	ECI 647	-.005	.02	-.05	.06	.0008	.90		.0009			.05	.008		- .29			- .04		
30	ECI 739	.004	-.09	.02	-.07	.001	.35		-.002			.06	-.002	.13				- .05	.27	
31	DEC 645	.004	.19	.11	-.09	.001	1.10						.004	.12				.01		
32	DEC 726	.02	.23	-.11	.13	-.007	1.57						-.001	.18				.25		
33	SPE 601	-.003	.15	-.02	-.18	.002	1.02	-.004	.02		.01		.004	.06		-.51		- .02	-1.13	
34	SPE 736	.003	.05	-.008	-.04		.95		-.009				.004	- .03	- .43			.06	- .69	
35	SPE 811	-.0005	-.12	-.01	.01	-.0006	1.01	-.003	-.0005				.004	.09	.52			- .01	- .19	
36	SPE 816	-.006	-.04	-.06	-.13		1.22				- .40		-.002	- .08				- .12		- .26
37	SPE 838	-.005	-.17	-.03	-.09	.0004	1.01		.002				.002	- .13				- .03		.05
38	SPE 857	-.004	.09	.18	.05	-.0002	1.12	.005					-.001	.07				.09		
39	SPE 896	.004	.08	-.17	.27	-.001	.99						-.01	.09				.07		
40	ECI 833	-.002	.14	.07	.05	.0004	.32	.002					.007	.16				- .04		
41	SPE 632	-.002	.02	.008	-.10	.002	.50	.001					.0003	.10				- .06		.10
42	FED 601	.0009	-.17	.13	-.06	.002	.66	-.01	.002			- .06	.005	.41						1.40
43	FED 604	.003	.03	-.08	.10	-.001	1.15	.02					.001					.03		-2.22
44	FED 609	-.003	.02	-.14	-.01	-.001	.93	-.002	-.002					- .27				- .06		.47
45	FED 615	-.0009	-.03	-.009	-.13	-.001	1.02	.0008					-.005	- .20	- .11				- .07	
46	FED 617	-.005	.04	-.02	-.02	.0008	.90	-.02					.003	.03				.08		
47	FED 620	.005	.05	-.10	.11	-.002	.87	-.001					-.006	- .19				- .05		.16
48	FED 626	.004	-.24	.11	.24	.0007	1.00	-.002	-.002				-.0007	- .15				- .25		.93
49	FED 631	-.002	.03	-.03	.06	-.001	1.08	.001	-.002				.0008	.10				- .03		- .55
50	FED 632	.0004	-.05	.05	.12	.001	.37	-.0006	-.0005				-.0009	- .08				.03		- .16
51	FED 709	.002	-.07	.05	.08	.0008	.86	-.001	.002	.15	-1.04	- .85	.007	- .07			.81	.06		- .26
52	FED 710		-.10	-.05	-.10		.77					- .19	-.002	.15				.09		
53	FED 753	-.004	-.05	.04	.11	.0002	1.13	.008	-.01				.001	.01	- .35			.13		.28
54	FED 790	-.004		.02	-.10	-.0004	.98	.0007		-.01	.06	.06	.003	- .07	- .09			.008	.15	- .0007
55	FED 853	-.007	.07	-.05	-.19	.0002	1.30						.003	.20				.09	.21	
56	FED 854		-.14	.07	-.28	-.001	1.08					- .006	-.01	.29				- .16		
57	FED 636	-.0006	.01	.09	-.02	.001	.99		.02				.009	.21		-.07		- .08		
58	FED 745	.003	-.05	.03	-.08	-.001	.77						-.004	.13		.05		- .01		.19
59	EAS 747	.002	-.09		.05	.002	.61						-.002	.01				- .03		
60	EAS 800	-.004	.11	-.14	-.07	.0003	1.12						-.003	- .21				.01		
61	EAS 801	.006			-.05		1.15						.004					- .12		
62	EAS 810	.004	-.06	.04	.15	-.0004	.94						-.002	.33		.23		- .03		
63	EAS 826	.002	.04	-.02	.02		.91							.11				- .21		
64	EAS 833	.002	-.03	.10	.02	.001	.92			-.009		.17	.0008	.05				- .14		
65	EAS 841	-.005	.12	.02	.17	.001	.73				- .09	.20	.0009	- .18				- .05		
66	EAS 842		.18	-.07	.11	-.0009	.73					- .35	.002	- .32				.23		
67	EAS 848	.005	.08	-.07	-.06	.0004	1.16			.03	- .17		-.003	- .06	2.60			.06		
68	EAS 852	.009	.07	.08	.01	-.0009	.76						.0008	.26				.19		
69	EAS 865	.004		.06	-.03	-.0003	1.01						.002	.05						

CHART 4 (continued)
ESTIMATED LETTER GRADE IMPACT FOR ACADEMIC AND PERSONAL CHARACTERISTICS OF STUDENTS IN 138 GRADUATE COURSES
REGRESSION ESTIMATORS

		Demographic Data					Test Scores							Missing Values						
Table No.	Course Names and Numbers	Age	Female	Veteran	Minority	Hours Attempted	GPA	GRE Quant.	GRE Verbal	GMAT Total	GMAT Quant.	GMAT Verbal	MAT	Age	GMAT Total	GMAT Quant.	GMAT Verbal	MAT	GRE Quant.	GRE Verbal
70	EAS 897	.009	-.05	.03	-.06	-.0003	.87						.01	.25				.07		
71	EAS 836	-.01	.30	-.10	.20		1.10			.001			.004	-.28	- .12					
72	EAS 843	.005		-.05	.17	-.001	1.12							.12				- .05		
73	DEC 646	.002	-.21	.02	-.13	.0005	.91						-.006	.09						
74	ECI 736		.24	-.12	.05	.001	1.12						-.02	.23				.07		- .41
75	ECI 738	.005	-.008	.05	.11	-.0004	.45	.003	-.001	-.03			.003	.23				.03		
76	ECI 848	.004	.06	.009	.15	.001	1.03	-.0003	-.0007	-.002	-.007		.0004	.20			-.14	.08	- .07	
77	ECI 850	.002	-.03	-.08	-.07	.003	.76	-.01					.003	-.09				.01	.56	
78	ECI 876	.002	-.07	.04	.07	.0002	.66	.0001	-.002				.001	-.05				- .01	.15	
79	DEC 703	.006	.29	-.02	-.20	.0008	.52						-.0005	.32						
80	DEC 747	.0009	.12		-.31	.003	1.22						-.004	.16				- .12		
81	ECI 661	.002	-.05	.02	.02	-.0003	.83						-.0006	.02				- .03		
82	LSM/ECI 704		.09	.03	.07	-.002	.62	-.003	.001		-.10		.002	.33				.03	- .11	
83	ECI 760	-.004	.06	.05	-.03	-.0002	1.38		.004	.007			.002	.13				.03		
84	ECI 762	.01	.19	-.52	-.09	.0007	1.71				.02		.02	-.41				- .19		
85	ECI 764	.002	-.06	.17	.14	.002	.73		.003	-.002				.08				.12		.68
86	ECI 855	.005	-.17	-.07	.02	.0003	1.15	.007					-.0008	-.02	- .47					
87	ECI 856	-.005	-.07	-.09	-.19	-.002	1.12						-.004	.08				- .06	.18	
88	ART 801	-.008	-.12	.25		.007	.74						.008	.32				- .008		
89	DEC 748	-.01	.14	-.08	-.12	-.001	.81						.002	-.19				.04		
90	ECI 742	-.01	.04	.14		-.0007	.71	.003	-.01				-.006	-.22				- .07	- .33	
91	ECI 749		.01	.05	-.07	.001	.96			-.02		.30	.004	.12				- .07		.78
92	ECI 638	.0007	.40	-.28	.06	.0004	.77	.008	-.002				-.009	-.80				- .06		- .78
93	ECI 639	.001	-.05	.15	-.04	-.0007	.64						-.003	.09				.01		
94	ECI 740	.006	.01	-.11	.08	.004	.76		.007				-.002	.04				.05		.60
95	ECI 750	.002	-.10	.07	.18		1.02						-.0007	.07				- .01		
96	ECI 752	-.002	.14	-.01	-.14	.001	.45						-.001					- .03		
97	VCD 810	-.003		.02	-.18	.0007	.91					.18		.71				.07		
98	MUS 709	.003	.05			.008	.25	-.001	-.001				.02	.23				- .45		.24
99	HPRS 779	-.005	-.12	.02	-.19	.004	.60						.0008	-.11				- .05		
100	BA 807	.01	.11	-.005	.06		.71	.01		.02	-.11	- .13					.05			
101	BL 825	.007	.16	-.02	-.25	-.0003	.83			-.008					.08			- .57		
102	ENG 883		-.10	-.03	.05	-.004	1.57	.0005	-.001				.01	-.07						- .20
103	ENG 800	-.009	.09	-.04	.03		1.26	.0004	-.0007				.002	-.21				.04	- .04	
104	MATH 711		-.07	-.04	-.14	.004	1.44		-.005				-.005	-.06	1.34			.21	- .07	
105	MATH 795	-.007	.14	-.16	-.29	.004	1.38	.002		-.001		- .03	-.02	-.05		-.13		.25		.11
106	QM 615	-.009	.21	-.05	.03	-.0007	1.27	.003	.003	-.002	.03	.02	-.05	-.12	- .08			.47		- .14
107	BA 810	-.01	-.01	-.02	-.06	-.001	1.25	-.02	.04		.01	- .004	-.01	-.12	- .10					
108	BA 811	.0007	-.03	-.03	-.03	.0002	.83		.002	-.0003		.004	-.004	-.05	- .05			.27		- .07
109	CPS 610	-.005	.02		.11	.005	.96		.0008				.008	.08				.22		
110	CPS 797	-.001	-.03	-.10	-.02	-.0008	.61					.07	.003	-.19				- .04	- .87	
111	PSY 601	-.01	.02	.06	.24	.001	1.01	.001	-.0004				-.003	-.23						.27
112	PSY 616	-.004	.03	.03	.09	-.002	1.07	.0005	.0001		.04		.004	.08				.01		- .04
113	PSY 803	.008	-.09	.15	.19	-.002	1.47	-.0005	-.0007				-.006	-.30				- .24		- .18
114	PSY 810	-.004	.06	-.04	.33	.001	1.34		.001				.005	-.84				- .13		.22
115	PSY 813	.01	.04	.10	.10	-.0002	1.03	.001					-.007	-.13	- .52			- .02	.15	
116	PSY 820	-.01	.14	-.04	-.16	-.0009	.94	-.0005	.0004				.008					.06		- .11
117	PSY 822	.005	-.15	.10	.25	-.0006	.99	.0002	-.0005				.01	.22				.34		.29
118	CPS 601	-.0007	.03	-.02	.02	-.0007	.62	.01	-.009		-1.18		-.002	-.11				- .03		- .41
119	CPS 736	-.01	.05	.01	-.16	-.0003	1.09						.003	.04				- .09		.38
120	CPS 741	.003	.007	-.06	.13	.0006	.45	-.003	.003		- .02	- .25	.003		-1.01					- .27
121	CPS 743	-.003	-.12		.09	-.0002	.75	.05	-.001				.003	-.09				- .001	- .26	
122	CPS 758	-.004	-.006	-.006	.04	.0002	1.05		-.006		.003	- .06	-.001	-.14				- .006		
123	CPS 826	-.004	.01	-.04		-.0002	1.22		-.005	.002			.004		- .25			- .05		
124	CPS 843	.006	-.14	-.06	.20	-.004	.99					.08	-.001					.04		
125	CPS 845	-.01	-.02	.01	.02	.002	.93		.004			.12	.004	-.19				- .04		
126	CPS 849	-.004	.02	.02	-.07	-.0008	1.31				.007		-.004	-.19	- .59			- .10		
127	CPS 745	-.004	.04	.06	-.05	-.0004	.71						-.0004	-.25			.17	- .09		.32
128	PSY 815	.01	-.22	.14	-.18	-.003	.85	-.0008	-.0003			- .42	.003	.58						.17
129	CPS 842	.002	.20	.18	.18		1.58						.008	.33	.12			- .06		.53
130	DEC 755	-.004	.32	-.17	-.11	.005	.48		-.005				.0007	-.38				- .08		.92
131	BA 806	-.002	.03	.007	.16	-.0005	.89			.005	- .03	- .04	-.007	-.12	.03			- .34		- .18
132	EC 808	-.002	.04	.15	.06	-.003	1.06	.002	.005	.06	- .34	- .45	-.007	.23	- .48				- .44	
133	UL 840	.002	.08	-.06	-.19	-.004	.69		-.006			1.04	.02	.15		.96		- .20		.68
134	HIST 892	.007	.04	-.15	.03	-.005	1.14	.001	.0004					-.36				- .40		- .27
135	POLS 701	-.002	-.04	.05	.10	.003	.71	-.001	.06				.009	-.08	.54			.03	- .13	
136	UL 810	.005	-.05	.03	.07	.002	.72	.06	-.05	.004	.05		-.007	.16	.13			.35		-5.24
137	UL 820	-.01	-.08	.10	-.04	-.006	.79		.002	.01		- .31		-.06				- .25		- .14
138	UL 830	-.009	.02	.09	.19	.0007	.92	-.03	.02				.02	-.13	- .73			- .15		1.91

Minority Status: As with all the demographic characteristics, the minority status variable had higher estimators than non-minorities in approximately half the courses and lower in half. Positive estimators were evidenced in management, English, and psychology courses, while negative estimators were the rule in accounting and math courses.

Hours Attempted: On the average, the more quarter credit hours a student attempted, the higher the estimated grade in management and math and the lower the grade in accounting and information science. No trend was identified for other course areas.

The academic characteristics variables are summarized as follows:

GPA: If a student's cumulative grade point average is the same as the grade received in a particular course being studied, the estimator for the GPA variable is 1.00. For example, a student in PSY 601 (1.01) with a GPA of 3.0 will, on the average, receive a B in this course. If the GPA estimator is greater than 1.0, a student's grade in the particular course being studied is typically lower than the GPA. Course groups with GPA estimators which are typically less than one include English, math, psychology, information systems, and special education. Courses where grades were estimated to be higher than the GPA are mostly management and urban life courses.

GRE-Quantitative: The quantitative section of the GRE had a slight positive impact on grades in graduate courses because there were more positive than negative estimators. A positive estimator signifies that the higher one's score on this section of the Graduate Record Exam, the higher one's grade in a particular course.

GRE-Verbal: There were an equal number of positive and negative estimators for this variable, meaning that course grades in half the courses were higher for students with high GRE-Verbal scores and lower for students with low scores on the standardized test. It is interesting that for the two graduate English courses studied, students with lower GRE-Verbal scores would be predicted to receive slightly higher grades.

GMAT-Total: When estimators for this variable are positive, the higher a student's score on the GMAT, the higher the grade received in the graduate course being studied, on the average. Positive estimators were noted for most finance courses, but negative scores were listed for math and information systems.

GMAT-Quantitative and GMAT-Verbal: Both of these variables have an even distribution of positive and negative estimators throughout the graduate courses studied. These two sections of the GMAT show the reverse of the total GMAT, however. Whereas students with higher scores on the total GMAT receive higher grades in finance and lower in information systems, students with higher scores on either section of the GMAT received lower grades in finance and higher grades in information systems.

MAT: On the average, students with higher scores on the Miller's Analogy Test tended to receive higher grades in English and information systems courses (positive estimators), but lower grades in accounting and math (negative estimators). Other course groups showed no significant trends.

The impact of missing values for selected variables was found to be as follows:

Age: While there was no significant relation between grades in most courses and missing age data on a student's record, slight negative relations were found for several course groups. Students in information systems, English, and math courses tended to have higher grades when information on their ages was missing from their records.

GMAT-Quantitative & GMAT-Verbal: Not enough information is available to derive noticeable trends.

MAT: More courses evidenced more negative estimators than positive estimators for this variable. Thus, on the average, students with missing information on the Miller's Analogy Test received lower grades in the graduate courses.

GRE-Quantitative & GRE-Verbal: There is not enough information on these two measures of missing data to interpret the coefficients.

SUMMARY

The purpose of this investigation has been to examine the relationship between graduate course grades and longitudinal trends controlling for selected academic and personal characteristics of students. Stepwise multiple regression was used to analyze 138 separate graduate courses. The study population consisted of 7,002 graduate students who had attempted 25 or more quarter hours as of Fall Quarter, 1975 and had enrolled one or more quarters in the previous five. The number of grades totaled 45,217.

The findings of this research may be summarized as follows:

1. The trend over time in graduate grades for these courses indicated that for the 138 courses there was practically no systematic, net change in mean grades on a course-by-course basis. About half of the courses showed an increase in grades while a decline was noted for the other half. The net increase or decrease was usually so small that no noticeable systematic trend is evidenced.

2. While over 80% of graduate grades are A's and B's it was found that certain types of courses tended to record higher grades, after controlling for student background, than other courses. On the other hand, some courses were more stringently graded. Lower grading practices tended to be found in courses concerned with "objective" subject matter.

3. Major field of study was not found to be a consistent indicator of student performance as measured by final course grades over this range of 138 courses. This is contrary to the strong, overriding relationship between major field and grades received by undergraduates.

4. Graduate students tended to make higher grades than their cumulative grade point average would have predicted in management and urban life courses. Course areas with typically lower grades than the GPA were English, mathematics, psychology, information systems, and special education.

5. Due to the restricted range of graduate grades, the goodness of fit, as measured by the R^2 adjusted for degrees of freedom, was not as high as that for undergraduate grades. The range varies from 9% to 56% in accounting for the variance in course grades which was only marginally lower than the range for undergraduates.

DISCUSSION

This study has not attempted to probe the rationale that faculty members use in determining particular grades, nor does it advocate any specific grading system. Rather, it is an empirical analysis of grade distributions on a course-by-course basis. It has been determined from this analysis that course grades do follow certain systematic patterns.

Based upon this analysis, and in light of the research findings on undergraduate grades, it is reasonable to make a number of observations about graduate grades. We offer the following comments not as established fact but as preliminary statements and signal points for discussion.

In the undergraduate analyses, many factors were established as partial determinants of average course grades including: the students' major fields of study, grade point averages, year the courses were taken, and other personal and academic characteristics. In the present analysis, which studied factors having a bearing on graduate course grades, some of the determinants which were important for undergraduates were shown to have little effect on graduate course grades.

Major field of study was not found to be a general indicator for determining graduate course grades. Graduate majors take relatively few courses outside their field so it is difficult to assess how different major fields perform in a particular class. If enrollment in a graduate math class consists entirely of math majors, the performance by other majors cannot be determined.

Where data were available for a particular major in a broad range of courses, no distinct pattern of performance was evidenced. It is also reasonable to assume that majors perform better in their own course area than non-majors but there is insufficient evidence to support this assumption.

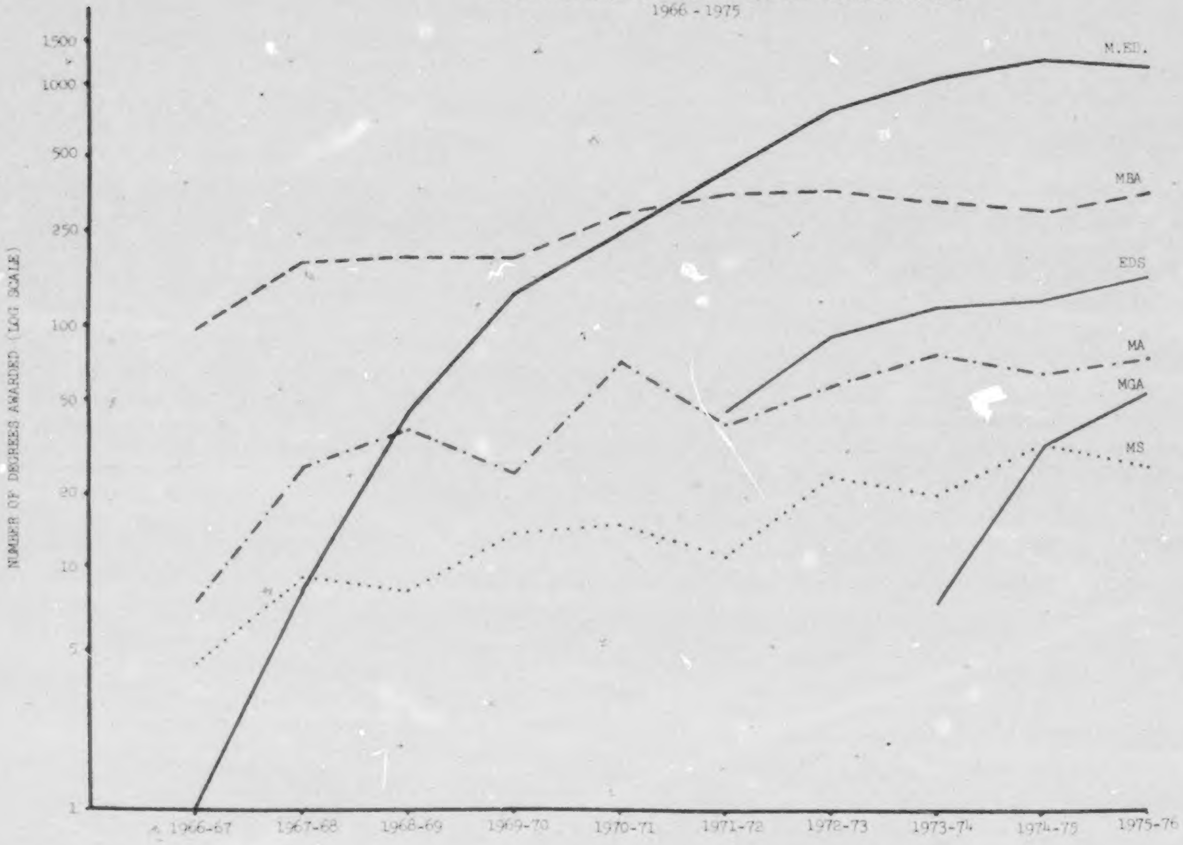
Another factor found to be important in determining undergraduate course grades, but relatively unimportant for graduates, was the year the course was taken. Grade inflation or deflation through time was usually insignificant for graduate course grades which are traditionally high in most programs.

Most personal and academic characteristics studied were not consistently strong indicators of student performance with the exception of grade-point-average. A student's GPA was by far the strongest single factor in accounting for the grade received in a course. Not surprisingly, the aggregate of one's grades is an indication of the grade one receives in a particular course.

Even within the restricted range of graduate grades, there exists considerable variation from course to course. Unmeasured factors appear to have a stronger impact on graduate grades than they do in the case of undergraduate grades. Though it may be possible to measure these unknown factors, we would tend to attribute them to subjective, unmeasurable, and idiosyncratic factors--i.e., "noise".

The strong relationship between course discipline and grades provides insight as to why GPA's have been increasing while course-by-course grades in the aggregate have not shown the same increase. Graduate programs of study at Georgia State University have changed considerably in the past ten years. For instance, in Figure 2, the growth of degrees awarded by selected programs from 1966 to 1975 shows relatively high growth rates for M.Ed.'s,

FIGURE 2
NUMBER OF DEGREES AWARDED BY SELECTED DEGREE PROGRAMS,
1966 - 1975



Ed.S's, and MGA's as compared to a more stable rate of change for MBA's, MA's, and MS's. This change in graduate program mix indicates a change in curricular choices. Graduate students are exercising greater freedom in choosing degree programs, majors, and courses which are close to their interests, and often, they do better in these courses. Thus, students' GPA's have been rising as students shift among courses and degree programs while course grades have remained stable.

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ABBREVIATIONS

SELECTED COURSE DISCIPLINE	ABBREVIATION
Accounting	AC
Art	ART
Business Administration	BA
Business Education	BED
Business Law	BL
Counseling & Psychological Services	CPS
Curriculum & Instruction	ECI
Early Childhood Education	DEC
Economics	EC
Educational Administration	EAS
Educational Foundations	FED
English	ENG
Finance	FI
Health, Physical Education, Recreation, Safety	HPRS
History	HIST
Information Systems	IS
Library Science Media	LSM
Management	MGT
Math	MATH
Music	MUS
Political Science	PS
Pyschology	PSY
Quantitative Methods	QM
Real Estate	RE
Special Education	SPE
Urban Life	UL
Vocational & Career Development	VCD

APPENDIX

ACCOUNTING 601

The adjusted R^2 was .39. Highlights may be summarized as follows:

* Grade Trends through Time:
  Grades in Accounting 601 have fluctuated slightly between 1971 and 1975 with a net increase of .13 of a letter grade.

* Majors Receiving Higher Grades on the Average (Positive Estimators):
  Actuarial Science (.80), Accounting (.63), and Finance (.46). Although their estimator is not twice as large as the standard error score, Elementary Education majors recorded higher average grades by a factor of 1.29 of a letter grade.

* Majors Receiving Lower Grades on the Average (Negative Estimators):
  None

* Hours Attempted (-.004) had a slight negative impact, while Age (.01) and GMAT - Verbal (.007) had positive impacts.

TABLE 1

Regressand: Course Grades in Accounting 601 - Accounting Fundamentals

Sample Mean = 2.94 S.D. = .94 N = 707

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	- .13	.27	-.06	.03
	74	- .15	.26	-.07	-.02
	73	- .10	.26	-.05	.02
	72	- .003	.27	-.001	.02
	71	- .26	.27	-.07	-.07
GPA		1.22	.07	.58	.59
GMAT - Quantitative		.01	.01	.10	.30
Accounting		.63	.24	.19	.08
Finance		.46	.23	.20	.10
Actuarial Science		.80	.28	.14	.12
Hours Attempted		- .004	.001	-.10	-.03
Marketing		.35	.24	.10	.02
Real Estate		.42	.27	.08	-.04
Age		.01	.006	.06	-.03
Elementary Education		1.29	.77	.05	.04
Secondary Education		- .29	.48	-.02	-.02
Missing Data -- Age		.20	.14	.05	.03
Decision Science		.33	.27	.06	.05
Urban Administration		- .35	.57	-.02	-.02
Sociology		- .41	.60	-.02	-.02
Female		- .11	.08	-.04	.02
Veteran		.04	.05	.03	.04
Insurance & Risk		.03	.29	.005	-.06
Information Systems		.25	.25	.07	.01
MAT		- .01	.01	-.03	-.006
Missing Data -- MAT		- .19	.24	-.03	-.009
Missing Data -- GMAT - Verbal		- .06	.07	-.03	-.07
International Business		.25	.27	.04	-.04
Health Administration		.26	.30	.04	-.002
Mathematics		.26	.40	.02	.02
GMAT - Verbal		.007	.01	.04	.15
Leadership Planning		.30	.39	.03	.02
Management		.16	.22	.08	-.15
Undeclared		.17	.28	.03	-.03
Economics		.15	.29	.02	-.02
GRE - Verbal		- .002	.003	-.02	.008
GMAT - Total		- .0006	.002	-.04	.29
GRE - Quantitative		.002	.005	.02	.009
Political Science		.27	.82	.01	-.04
Counseling & Psychological Services		.10	.50	.007	-.02
Minority		- .02	.11	-.005	-.06
Education Administration		- .11	.78	-.004	.002
Constant		-1.19			

$R^2 = .42$

R^2 (Adjusted) = .39

Standard Error of Estimate = .73

HEGIS Code: 0502

ACCOUNTING 818

The adjusted R^2 was .29. The highlights may be summarized as follows:

- Grade Trends through Time:
  Grades in Accounting 818 experienced a large and consistent decrease during the study period. Comparing the estimators for 1971 to 1975, grades declined by 1.3 of a letter grade in just five years.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  None. No estimator is greater than twice the standard error.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  None. No estimator is greater than twice the standard error.

TABLE 2

Regressand: Course Grades in Accounting 818 -
Seminar in Contemporary Accounting Theory

Sample Mean = 3.02   S.D. = 1.07   N = 153

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .09	.35	-.04	-.13
74	.16	.35	.07	.09
73	.18	.40	.05	.01
71	1.21	.75	.13	.11
GPA	1.20	.18	.52	.54
GMAT - Quantitative	.09	.15	.44	.005
GMAT - Verbal	.16	.17	.83	.17
Age	- .01	.01	-.08	-.07
Insurance & Risk	- .91	1.0007	-.07	-.08
MAT	.23	.18	.12	.16
Veteran	.11	.12	.07	.11
GMAT - Total	- .02	.02	-.07	.11
Accounting	.16	.40	.04	.005
Minority	- .33	.47	-.06	-.16
Economics	- .77	1.36	-.06	.07
Missing Data -- GMAT - Total	.08	.19	.03	-.009
Information Systems	- .23	.76	-.02	-.002
Female	- .06	.23	-.02	.15
Missing Data -- Age	.11	.65	.01	-.003
Constant	-9.00			

$R^2 = .38$

R^2 (Adjusted) = .29

Standard Error of Estimate = .90

HEGIS Code: 0502

ACCOUNTING 829

The adjusted R^2 was .25. The highlights may be summarized as follows:

* Grade Trends through Time:
Grades in Accounting 829 dipped a full letter grade between 1971 (.77) and 1972 (-.21). There was a further decline in 1973, but grades recovered slightly in 1974 for a total grade decline of three-fourths of a letter grade during the study period.

* No major fields recorded markedly higher or lower grades on the average. The estimators were never more than twice the standard error.

* Missing Data -- MAT had a positive impact. Thus, those for which the Miller Analogy Test is not recorded on their student records received higher grades, on the average, in Accounting 829 than those who didn't.

TABLE 3

Regressand: Course Grades in Accounting 829
Cost Accounting Theory and Practice

Sample Mean = 3.14 S.D. = .80 N = 114

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	74	.01	.16	.008	.03
	73	- .30	.25	-.12	-.17
	72	- .21	.52	-.03	-.02
	71	.77	.62	.13	.14
GPA		.64	.18	.34	.44
Missing Data--MAT		1.22	.63	.24	.30
Information Systems		- 1.01	.64	-.17	-.19
Finance		- .44	.56	-.09	-.17
Minority		- .37	.51	-.08	-.15
Veteran		.17	.12	.14	.07
GMAT - Total		.0005	.002	.04	.22
Age		.01	.01	.09	.09
Hours Attempted		.003	.003	.08	-.05
Marketing		.46	.80	.05	.10
MAT		- .02	.02	-.09	-.26
Insurance & Risk		- .40	.80	-.05	-.02
Female		- .07	.20	-.03	.03
GMAT-Quantitative		.006	.02	.04	.22
Missing Data - GMAT - Quantitative		- .06	.20	-.03	-.20
Missing Data - Age		.20	.75	.03	-.11
Accounting		.07	.38	.03	.06
Constant		- .60			

R^2 = .38

R^2 (Adjusted) = .25

Standard Error of Estimate = .69

HEGIS Code: 0502

ACCOUNTING 845

The adjusted R^2 was .44. The highlights may be summarized as follows:

- Grade Trends through Time:
  Between 1971 and 1975 grades fluctuated, with the largest decrease occurring between 1972 and 1973, when grades dropped .85 of a letter grade. The net effect was negative (-.43).

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  None

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  International Business (-2.88)

- Missing Data -- Age (-1.30) had a negative impact. Those who did not report age received grades one and a third letter grade lower, on the average, than those who did.

TABLE 4

Regressand: Course Grades in Accounting 845 - Advanced Accounting Problems

Sample Mean = 3.20 S.D. = .86 N = 101

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.20	.56	.11	.09
74	.12	.57	.05	.007
73	- .18	.56	-.07	-.06
72	.67	.68	.15	-.16
71	.63	.85	.07	.09
GPA	.99	.18	.51	.56
International Business	-2.88	.97	-.33	-.37
MAT	- .05	.03	-.20	-.25
Hours Attempted	- .005	.003	-.14	-.27
Missing Data -- Age	-1.30	.44	-.30	-.11
Minority	.98	.53	.19	-.04
Accounting	- .78	.52	-.23	.06
GMAT - Quantitative	- .05	.06	-.35	.17
Female	.40	.24	.15	.27
Business Education	-1.02	.92	-.12	.09
Veteran	- .11	.12	-.09	-.11
Management	- .48	.75	-.08	-.03
Age	- .008	.01	-.04	-.02
Information Systems	.41	.86	.04	.09
Missing Data -- GMAT - Verbal	- .05	.19	-.02	-.12
Missing Data -- MAT	- .16	.59	-.03	.20
GMAT - Total	.01	.01	.90	.18
GMAT - Verbal	- .08	.08	-.60	.13
Constant	2.37			

R^2 = .56

R^2 (Adjusted) = .44

Standard Error of Estimate = .65

HEGIS Code: 0502

ACCOUNTING 849

The adjusted R^2 was .39. The highlights may be summarized as follows:

- Grade Trends through Time:
  There was an increase in average grades from 1971 (.70) to a peak in 1973 (1.50), then a slight decline to 1975 (1.29). The final effect was an increase in grades for Accounting 849 by .59 of a letter grade.

- No major field had a negative or positive impact of special note.

- Missing Data -- Age (-.81) and Hours Attempted (-.004) had a negative impact. Missing Data -- GMAT (.28) had a positive influence on grades in Accounting 849.

TABLE 5

Regressand: Course Grades in Accounting 849
Income Tax Accounting

Sample Mean - 2.80 S.D. = .97 N = 242

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	1.29	.78	.66	-.14
	74	1.45	.78	.68	.15
	73	1.50	.79	.51	.04
	72	1.42	.82	.25	-.01
	71	.70	1.08	.05	-.05
GPA		1.33	.12	.61	.60
Missing Data--Age		- .81	.34	-.17	-.15
Finance		- .29	.39	-.08	-.13
Missing Data--GMAT--Total		.28	.14	.11	.05
Hours Attempted		- .004	.002	-.09	-.09
Age		.01	.10	.08	.10
Management		- .18	.41	-.04	-.07
Undeclared		- .79	.85	-.05	.01
Information Systems		.54	.64	.05	.07
Veteran		- .05	.09	-.03	.04
GMAT--Quantitative		.003	.06	.02	.09
Female		- .08	.15	-.03	.13
MAT		- .01	.02	-.05	-.12
Missing Data--MAT		- .19	.58	-.03	.02
Business Education		- .20	.86	-.01	.08
Marketing		.28	.65	.03	.07
Economics		.28	.66	.03	.14
Real Estate		.31	.91	.02	-.05
International Business		.32	.84	.02	.01
Accounting		.10	.35	.04	.04
Minority		- .05	.26	-.01	-.10
GMAT--Total		- .001	.01	-.10	.11
GMAT--Verbal		.01	.07	.06	.11
Constant		- 1.84			

$R^2 = .45$

R^2 (Adjusted) = .39

Standard Error of Estimate = .76

HEGIS Code - 0502

ACCOUNTING 850

The adjusted R^2 was .46. The highlights may be summarized as follows:

- Grade Trends through Time:
  Grades in this course declined to a low point in 1974 (-.12), and then increased slightly in 1975 (-.06). The total effect during the study period was a decrease of one-half of a letter grade.

- No majors received higher grades on the average.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  International Business majors (-1.49)

- Hours Attempted (-.008) and Missing Data -- Age (-1.75) both had negative impacts. Grades in Accounting 850 decreased as the number of hours a student took increased.

TABLE 6

Regressand: Course Grades in Accounting 850 - Taxation for Business Decisions

Sample Mean = 3.02   S.D. = .89   N = 163

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	- .06	.29	-.03	-.01
	74	- .12	.27	-.06	-.11
	73	.21	.27	.08	.13
	71	.44	.39	.08	.03
GPA		1.29	.14	.63	.67
Hours Attempted		- .008	.002	-.21	-.06
Missing Data -- Age		-1.75	.68	-.22	-.19
International Business		-1.49	.69	-.13	-.18
GMAT - Verbal		- .06	.09	-.30	.18
Decision Science		- .97	.71	-.08	-.002
Management		- .30	.26	-.07	-.10
Missing Data -- GMAT - Total		.13	.15	.06	-.05
Marketing		.59	.68	.06	.08
Minority		.36	.48	.06	-.14
Actuarial Science		- .54	.69	-.05	-.002
Age		- .004	.01	-.02	.02
GMAT - Total		.01	.01	.63	.23
GMAT - Quantitative		- .06	.08	-.36	.18
Information Systems		.22	.66	.02	-.002
Veteran		.03	.09	.02	.11
Economics		.33	.97	.03	.08
Undeclared		- .20	.69	-.02	-.002
Business Education		- .17	.70	-.01	.08
Finance		- .04	.21	-.01	-.11
Missing Data -- MAT		.11	.70	.01	.003
Female		.02	.16	.008	.15
Constant		-2.23			

R^2 = .55

R^2 (Adjusted) = .46

Standard Error of Estimate = .66

HEGIS Code: 0502

ACCOUNTING 862

The adjusted R^2 was .23. The highlights may be summarized as follows:

- Grade Trends through Time:
  There was a decline of more than one letter grade between 1971 (.96) and 1973 (-.15), but grades in Accounting 862 increased slightly the next year for a total loss during the study period of .86 of a letter grade.

- No major fields performed significantly higher or lower in Accounting 862 grades.

- Veterans (.17) recorded higher grades than non-Veterans, but Females (-.25) received lower grades. Also, the more hours a student attempted the quarter he took Accounting 862, the lower his grades (-.004).

TABLE 7

Regressand: Course Grades in Accounting 862 - Auditing Theory and Practice

Sample Mean = 3.32   S.D. = .64   N = 194

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	74	.10	.10	.07	-.02
	73	- .15	.17	-.06	-.06
	72	.22	.22	.07	.02
	71	.96	.36	.18	.13
GPA		.65	.10	.44	.44
Veteran		.17	.07	.17	.20
Female		- .25	.13	-.14	-.02
Hours Attempted		- .004	.002	-.14	-.08
GMAT--Total		.007	.01	.68	.21
Management		- .67	.62	-.21	-.02
Decision Science		- 1.004	.85	-.11	-.04
Accounting		- .38	.59	-.19	-.02
Insurance		- .66	.84	-.07	-.04
GMAT--Verbal		- .05	.08	-.42	.14
Marketing		.21	.82	.02	.07
Minority		.11	.19	.04	-.10
GMAT--Quantitative		- .03	.07	-.27	.20
Finance		- .24	.63	-.07	.002
Age		- .002	.008	-.02	.04
Information Systems		- .14	.66	-.03	.04
Missing Data--GMAT--Total		- .01	.11	-.01	-.09
Constant		.35			

R^2 = .31

R^2 (Adjusted) = .23

Standard Error of Estimate = .57

HEGIS Code: 0502

BUSINESS ADMINISTRATION 803

The adjusted R^2 was .35. The highlights may be summarized as follows:

- Grade Trends through Time:
  The grading pattern for this course fluctuated in a downward direction of .12 of a letter grade.

- No major received higher grades in Business Administration 803 than the average.

- Majors Receiving Lower Grades on the Average (Negative Estimators): Secondary Education (-1.67), Information Systems (-.62), Decision Science (-.58), Management (-.56), Marketing (-.52) and Finance (-.46).

- GRE - Quantitative (.02) had a positive impact. Those scoring well on the quantitative part of the GRE performed better in Business Administration 803, on the average.

TABLE 8

Regressand: Course Grades in Business Administration 803 -
Managerial Control and Costing

Sample Mean = 3.17 S.D. = .74 N = 942

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .74	.28	-.48	-.04
74	- .61	.28	-.40	.10
73	- .70	.28	-.35	.02
72	- .93	.29	-.36	-.15
71	- .62	.29	-.18	.03
GPA	1.03	.06	.52	.56
Accounting	- .20	.24	-.08	.08
GMAT - Quantitative	- .002	.03	-.02	.27
Management	- .56	.23	-.35	-.08
Secondary Education	-1.67	.64	-.07	-.05
Education Administration	-1.36	.70	-.06	-.007
Veteran	- .03	.03	-.03	-.001
GRE - Quantitative	.02	.01	.05	.05
Marketing	- .52	.24	-.19	-.04
GMAT - Total	.002	.004	.18	.29
Information Systems	- .62	.29	-.09	-.02
Decision Science	- .58	.27	-.10	.01
Finance	- .46	.23	-.29	.05
Economics	- .50	.27	-.10	.02
Counseling & Psychological Services	.46	.73	.02	.04
MAT	.03	.03	.04	.04
Missing Data -- MAT	.30	.32	.03	-.02
Health Administration	- .52	.32	-.06	.01
International Business	- .42	.25	-.12	-.03
Undeclared	- .41	.27	-.08	.02
Real Estate	- .38	.25	-.10	-.06
Hours Attempted	- .0005	.001	-.02	.01
Insurance & Risk	- .33	.27	-.06	.03
Actuarial Science	- .33	.28	-.05	.03
Leadership Planning	- .30	.39	-.02	.03
Special Education	- .40	.65	-.02	.04
Missing Data -- Age	.03	.08	.01	.01
Psychology	- .33	.64	-.01	.04
Missing Data -- GMAT - Total	- .02	.05	-.01	-.05
Female	.02	.07	.01	.06
GMAT - Verbal	- .01	.03	-.09	.19
Minority	.01	.08	.006	-.05
Constant	-11.25			

R^2 = .37

R^2 (Adjusted) = .35

Standard Error of Estimate = .60

HEGIS Code: 0502

FINANCE 820

The adjusted R^2 was .32. The highlights may be summarized as follows:

* Grade Trends through Time:
A decline of more than a letter grade (1.06) was evidenced in Finance 820 during the study period.

* No majors deviated to any significant extent in the grades they received in Finance 820.

TABLE 9

Regressand: Course Grades in Finance 820 -
Seminar in Investments

Sample Mean = 3.23 S.D. - .69 N = 204

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	.04	.11	.03	-.01
	73	.13	.16	.05	.03
	72	.36	.27	.09	.02
	71	1.10	.66	.15	.04
GPA		1.14	.14	.54	.58
Real Estate		- .71	.37	-.12	-.16
Marketing		- .39	.27	-.10	-.18
GMAT--Quantitative		- .05	.07	-.41	.20
Veteran		- .08	.07	-.08	-.15
Undeclared		- .81	.89	-.08	-.02
Political Science		.63	.86	.06	-.02
Minority		.13	.18	.05	.07
Accounting		- .25	.21	-.10	-.08
Age		- .01	.01	-.08	-.01
Finance		- .13	.16	-.09	.03
GMAT--Total		.009	.01	.82	.23
GMAT--Verbal		- .06	.08	-.50	.17
Missing Data--Age		- .10	.16	-.04	.009
Hours Attempted		.001	.002	.05	.07
Missing Data--GMAT--Verbal		- .05	.12	-.03	-.03
MAT		- .04	[illegible]	-.06	.004
Missing Data--GRE--Quantitative		.26	.63	.04	.03
Insurance & Risk		- .14	.33	-.03	.08
Economics		- .16	.34	-.03	.08
Missing Data--MAT		- .31	1.07	-.04	-.04
Management		- .04	.22	-.01	.01
Female		.02	.15	.009	.09
Constant		.41			

R^2 = .41

R^2 (Adjusted) = .32

Standard Error of Estimate = .57

HEGIS Code: 0504

74

FINANCE 830

The adjusted R^2 was .34. The highlights may be summarized as follows:

- * Grade Trends through Time:
  A weak inflationary trend in grades from 1971 (-.17) to 1975 (-.11) was found for Finance 830. During the study period, the trend fluctuated from year to year.

- * No major received higher grades on the average.

- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Education Administration (-1.58), Information Systems (-.40), Insurance & Risk (-.37) and Management (-.26).

TABLE 10

Regressand: Course Grades in Finance 830 - Corporation Finance

Sample Mean = 3.25   S.D. = .70   N = 820

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .11	.42	-.08	-.008
74	- .09	.42	-.06	.03
73	- .03	.42	-.02	-.008
72	- .06	.42	-.02	.01
71	- .17	.43	-.04	-.06
GPA	1.03	.06	.52	.54
Management	- .26	.11	-.16	-.14
GMAT - Quantitative	.005	.03	.04	.24
Accounting	.12	.12	.05	.11
Information Systems	- .40	.16	-.09	-.07
Insurance & Risk	- .37	.15	-.09	-.07
Marketing	- .23	.13	-.09	-.08
Education Administration	-1.58	.58	-.08	-.06
International Business	.17	.16	.04	.03
Actuarial Science	.33	.24	.04	.08
Leadership Planning	- .51	.35	-.04	-.02
Missing Data -- Age	.11	.08	.04	.02
Missing Data -- GMAT - Verbal	.06	.05	.03	-.006
Secondary Education	- .43	.59	-.02	-.01
Economics	- .14	.18	-.03	.04
Veteran	.02	.03	.02	.04
Undeclared	.07	.20	.01	.04
GMAT - Verbal	- .01	.03	-.07	.12
Missing Data -- MAT	- .29	.31	-.03	-.01
MAT	- .02	.02	-.03	-.02
Female	- .03	.07	-.01	.04
Health Administration	- .15	.35	-.01	.04
Decision Science	- .08	.17	-.02	.06
Finance	- .04	.11	-.03	.07
GMAT - Total	.001	.004	.09	.22
Hours Attempted	- .0003	.001	-.009	-.003
Missing Data -- GRE - Quantitative	- .12	.59	-.006	.01
Age	- .0005	.004	-.004	-.07
Constant	.89			

R^2 = .36

R^2 (Adjusted) = .34

Standard Error of Estimate = .57

HEGIS Code: 0504

FINANCE 831

The adjusted R^2 was .16. The highlights may be summarized as follows:

- Grade Trends through Time:
  Grades in Finance 831 sporadically rose and fell during the study period, for a net effect of .41 of a letter grade.

- No majors received substantially higher or lower grades.

TABLE 11

Regressand: Course Grades in Finance 831 -
Financial Management of Operations

Sample Mean = 3.44 S.D. = .62 N = 214

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.42	.61	.33	.03
74	.37	.61	.27	-.03
73	.57	.62	.25	-.01
72	.77	.61	.28	.05
71	.007	.70	.001	-.02
GPA	.93	.15	.43	.41
Accounting	.50	.30	.22	.11
Undeclared	- .59	.46	-.11	-.08
GMAT - Quantitative	- .02	.06	-.20	.19
Insurance & Risk	.63	.4[illegible]	.14	.07
Finance	.17	.29	.12	-.03
Economics	.14	.43	.03	.09
International Business	- .34	.45	-.06	-.08
GMAT - Total	.005	.01	.51	.20
Hours Attempted	- .001	.003	-.05	.0005
Health Administration	.44	.69	.05	.06
Minority	.09	.16	.04	.03
Missing Data -- GMAT - Verbal	- .06	.11	-.04	-.07
Real Estate	- .19	.48	-.03	-.07
Management	- .03	.32	-.009	-.09
GMAT - Verbal	- .03	.07	-.27	.14
GRE - Quantitative	- .005	.01	-.03	.05
Missing Data -- Age	- .06	.17	-.03	-.04
Information Systems	.15	.40	.03	.01
Marketing	.15	.41	.03	.01
Veteran	- .008	.06	-.01	.01
Age	- .002	.009	-.01	-.03
Female	- .03	.16	-.01	-.003
MAT	.12	.14	.42	.06
Missing Data -- MAT	2.11	2.53	.40	.04
Decision Science	.05	.43	.009	.04
Constant	-6.29			

R^2 = .28

R^2 (Adjusted) = .16

Standard Error of Estimate = .57

HEGIS Code: 0504

FINANCE 832

The adjusted R^2 was .25. The highlights may be summarized as follows:

* Grades Trends through Time:
Finance 832 evidenced a systematic decline in grades between 1971 (.16) and 1975 (-.42).

* There was no significant deviation in grades for any major.

TABLE 12

Regressand: Course Grades in Finance 832 -
Corporate Capital Structure

Sample Mean = 3.49 S.D. = .63 N = 136

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .42	.23	-.32	-.24
74	- .13	.22	-.10	.10
73	.08	.24	.05	.14
71	.16	.39	.04	.04
GPA	.99	.17	.48	.41
Information Systems	- .38	.53	-.07	-.09
International Business	.03	.44	.007	-.14
GMAT - Total	.009	.01	.87	.003
Marketing	.04	.46	.01	-.12
Female	- .22	.22	-.08	-.14
Real Estate	- .57	.65	-.008	-.07
Insurance & Risk	.29	.45	.08	.002
Undeclared	- .29	.69	-.04	-.07
Minority	- .28	.19	-.14	-.11
Age	- .005	.01	-.04	-.04
Management	.70	.41	.23	.002
Hours Attempted	- .003	.003	-.10	.04
Accounting	.60	.36	.32	.14
Missing Data -- Age	.18	.19	.09	-.01
Decision Science	.63	.45	.17	.14
Finance	.47	.35	.36	-.009
Health Administration	.86	.67	.12	.07
MAT	.02	.10	.04	.09
Veteran	.05	.08	.06	-.06
Missing Data -- GMAT - Total	.06	.13	.04	.13
Missing Data -- MAT	- .22	1.08	-.04	-.10
GMAT - Quantitative	- .06	.09	-.56	-.03
GMAT - Verbal	- .07	.10	-.64	.03
Constant	- .78			

R^2 = .40

R^2 (Adjusted) = .25

Standard Error of Estimate = .55

HEGIS Code: 0504

The adjusted R^2 was .36. The highlights may be summarized as follows:

- Grade Trends through Time:
  Grades declined between 1971 (.56) and 1972 (-.001), but increased in 1973 (.28). Since that time, grades have decreased to 1975 (-.03).
- No majors received significantly higher or lower grades than the average.
- Age (-.02) and Female (-.27) both showed negative impacts. Females and older students received lower grades when all other variables had been controlled for.

TABLE 13

Regressand: Course Grades in Finance 840 -
Financial Management of Financial Institutions

Sample Mean = 3.20 S.D. = .59 N = 190

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	- .03	.51	-.03	-.1[illegible]
	74	.12	.51	.09	[illegible]
	73	.28	.51	.16	.11
	72	- .001	.51	-.0005	.03
	71	.56	.56	.11	.10
GPA		1.10	.11	.62	.52
Management		- .11	.30	-.04	-.16
GMAT - Quantitative		- .05	.04	-.43	-.06
GMAT - Verbal		- .01	.05	-.12	.12
Age		- .02	.009	-.12	-.04
Female		- .27	.14	-.12	-.002
Decision Science		- .61	.55	-.07	-.02
Information Systems		- .13	.36	-.03	-.05
Veteran		.05	.05	.06	.002
Hours Attempted		.003	.002	.12	.10
Minority		- .17	.16	-.07	-.06
Health Administration		- .27	.56	-.03	-.02
Insurance & Risk		.006	.36	.001	.07
MAT		.01	.02	.04	.10
Missing Data -- Age		- .10	.14	-.05	.009
International Business		.63	.47	.11	-.03
Leadership Planning		- .08	.57	-.01	-.02
Economics		.48	.37	.12	.13
Finance		.32	.27	.24	.05
Real Estate		.43	.43	.07	.05
Accounting		.25	.29	.12	-.009
GMAT - Total		.004	.007	.40	.04
GRE - Quantitative		- .005	.009	-.03	.02
Missing Data -- MAT		.06	.30	.01	-.10
Constant		1.05			

$R^2 = .46$

R^2 (Adjusted) = .36

Standard Error of Estimate = .48

HEGIS Code: 0504

The adjusted R^2 was .22. The highlights may be summarized as follows:

- Grade Trends through Time:
  With slight dips in 1973 and 1975, the grade trend was inflationary. Grades rose .29 of a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Marketing (.18)

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Educational Foundations (-.78)

- GMAT - Quantitative (-.04) had a negative impact while Hours Attempted (.002) and Missing Data -- Age (.15) had positive impacts. Those who performed well on the quantitative section of the GMAT received lower grades in B.A. 801. Higher grades were shown for those who took more hours of courses that particular quarter and those for whom data on their ages was missing.

TABLE 14

Regressand: Course Grades in Business Administration 801 -
Administrative Policy Formulation

Sample Mean = 3.63 S.D. = .52 N = 676

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.62	.27	.57	.07
74	.64	.27	.57	.03
73	.52	.27	.40	-.03
72	.56	.28	.28	-.02
71	.33	.28	.13	-.13
GPA	.62	.05	.43	.40
GMAT--Quantitative	- .04	.02	-.40	-.03
Educational Foundations	- .78	.24	-.11	-.09
Marketing	.18	.08	.08	.04
GMAT--Total	.004	.003	.45	.08
Missing Data--GMAT-Total	- .07	.05	-.06	-.08
Political Science	- .46	.48	-.05	-.06
Hours Attempted	.002	.0009	.07	.04
Health Administration	- .39	.22	-.06	-.04
Mathematics	.79	.47	.06	.03
Missing Data--Age	.15	.08	.08	.03
Age	.007	.004	.07	.05
Minority	- .09	.07	-.05	-.06
Leadership Planning	- .23	.15	-.06	.04
Counseling & Psychological Services	- .23	.22	-.04	-.004
Real Estate	- .09	.10	-.03	-.08
Information Systems	- .10	.11	-.03	-.04
Missing Data--MAT	- .21	.17	-.05	-.04
Criminal Justice	- .41	.47	-.03	-.05
GMAT-Verbal	- .02	.03	-.24	.14
International Business	.13	.14	.03	-.02
Business Education	- .18	.28	-.02	.004
Missing Data--GRE--Verbal	.46	.68	.03	.05
Actuarial Science	- .06	.17	-.01	-.03
Finance	.02	.05	.02	.03
Education Administration	.15	.47	.01	.03
Insurance & Risk	- .02	.11	-.008	.04
Veteran	- .007	.03	-.01	.003
Decision Science	.04	.15	.009	.02
Management	.01	.04	.008	.01
Female	- .009	.06	-.005	.04
Urban Administration	.06	.47	.004	.03
Economics	.02	.16	.004	.009
Constant	.25			

R^2 = .26

R^2 (Adjusted) = .22

Standard Error of Estimate = .46

HEGIS Code 0506

BUSINESS ADMINISTRATION 802

The adjusted R^2 was .12. The highlights may be summarized as follows:

* Grade Trends through Time:
There was a steady increase in grades for this course between 1971 (-.84) and 1975 (-.54) by one-third of a letter grade.

* No major received higher grades on the average.

* Majors Receiving Lower Grades on the Average (Negative Estimators):
Urban Administration (-.36)

* The older the student (.01) and the better he scored on the quantitative part of the GRE, the better the grade received in B.A. 802, on the average.

TABLE 15

Regressand: Course Grades in Business Administration 802 - Administrative Practices

Sample Mean = 3.61 S.D. = .53 N = 704

Regressors		Estimators	Standard Error of Estimator	b	Simple r
Course Year:	75	- .54	.50	-.49	.08
	74	- .56	.50	-.48	.03
	73	- .61	.50	-.44	-.03
	72	- .69	.51	-.39	-.06
	71	- .84	.51	.38	.10
GPA		.43	.06	.30	.30
Age		.01	.004	.11	.11
Urban Administration		- .36	.14	-.10	-.10
Information Systems		- .28	.16	-.07	-.09
GMAT--Quantitative		.01	.03	.15	.0007
Leadership Planning		- .22	.16	-.06	.008
Mathematics		- .42	.29	-.05	-.03
Decision Science		.20	.17	.05	.05
Health Administration		- .61	.51	-.04	-.04
Actuarial Science		- .19	.16	-.05	-.05
Marketing		- .10	.09	-.05	-.04
Female		.07	.06	.05	.08
Missing Data--Age		.09	.09	.04	.02
Economics		- .15	.16	-.03	-.04
Missing Data--MAT		- .16	.19	-.04	-.04
MAT		- .008	.01	-.03	.006
Political Science		.17	.30	.03	-.002
Business Education		- .14	.27	-.02	.02
Finance		- .02	.06	-.01	-.01
Criminal Justice		- .07	.18	-.01	-.01
GRE--Verbal		.01	.01	.19	.03
International Business		- .03	.12	-.01	-.02
Counseling & Psychological Services		.10	.22	.02	.04
Real Estate		.05	.11	.02	.01
Minority		- .01	.07	-.009	-.06
Veteran		- .01	.03	-.01	-.03
Education Administration		.07	.23	.01	.03
GRE--Quantitative		.02	.01	.32	.01
Psychology		- 6.44	4.41	-.46	.03
Missing Data--GRE--Verbal		- 1.99	1.37	-.28	-.02
Management		.01	.06	.01	.06
Secondary Education		.11	.51	.008	.03
Hours Attempted		- .0001	.0009	-.006	-.01
GMAT--Verbal		.02	.03	.23	.07
GMAT--Total		- .003	.004	-.34	.04
Undeclared		.02	.09	.007	.06
Constant		-13.94			

R^2 = .17

R^2 (Adjusted) = .12

Standard Error of Estimate = .50

HEGIS Code: 0506

MANAGEMENT 601

The adjusted R^2 was .28. The highlights may be summarized as follows:

* Grade Trends through Time:
  Grades increased between 1971 (-.27) and 1974 (-.07), but reversed the trend in 1975 (-.14). The total effect was an increase by .13 of a letter grade.

* No major recorded significantly higher or lower grades on the average.

* GMAT - Verbal (-.01) and GMAT - Quantitative (-.03) had negative impacts, but GMAT - Total (.002) had a positive impact. In other words, the lower one's score on the verbal or the quantitative sections of the GMAT, the better the grade. However, the higher one's score on the total GMAT, the better the grade.

* Two other variables had positive impacts. The more hours one attempted (.004) and the higher one's score on the GRE - Quantitative (.007), the higher the grade in Management 601.

TABLE 16

Regressand: Course Grades in Management 601 -
The Management Process

Sample Mean = 3.58 S. D. = .56 N - 521

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	-.14	.23	-.12	-.02
74	-.07	.23	.06	.04
73	-.15	.23	-.12	.01
72	-.12	.23	-.07	.02
71	-.27	.23	-.12	-.09
GPA	.76	.06	.54	.51
GMAT-Quantitative	-.03	.01	-.27	.06
Sociology	-.31	.44	-.07	-.08
Age	.007	.005	.06	.10
Insurance & Risk	-.30	.16	-.07	-.07
Veteran	-.04	.03	-.05	-.04
Special Education	-.54	.35	-.06	-.009
GMAT--Total	.002	.001	.26	.12
GMAT--Verbal	-.01	.009	-.13	.09
Real Estate	.13	.14	.03	.01
Mathematics	-.44	.34	-.05	-.06
Secondary Education	-.49	.49	-.04	-.04
Music Education	-.57	.48	-.04	-.04
Physical Education	-.39	.34	-.04	-.06
Information Systems	-.09	.08	-.04	.01
Decision Science	-.13	.14	-.04	.002
Counseling & Psychological Services	-.25	.22	-.04	-.03
Minority	-.12	.09	-.06	-.11
Missing Data--Age	.12	.10	.06	.01
GRE--Verbal	.001	.002	.02	.09
Economics	.13	.14	-.03	-.02
Criminal Justice	.18	.28	.02	.01
Accounting	-.05	.07	-.03	-.02
Undeclared	-.12	.16	-.02	-.006
Female	.03	.06	.02	.06
Missing Data--MAT	-.05	.17	-.01	-.05
Hours Attempted	.004	.001	.02	.10
Missing Data--GMAT--Verbal	.02	.05	.02	-.01
Missing Data--GRE--Verbal	.15	.36	.04	.08
GRE-‡Quantitatave	.007	.002	.02	.08
Leadership Planning	-.06	.17	-.01	.08
Business Education	-.10	.36	.01	.05
Urban Administration	-.12	.49	-.01	-.04
Marketing	.02	.09	.009	.02
Educational Foundations	-.12	.50	-.009	.03
Education Administration	-.05	.21	-.009	.05
MAT	.002	.01	.009	.03
Physical Resources	.07	.49	.005	-.04
Constant	-.39			

R^2 = [illegible]4

R^2 (Adjusted) = .28

Standard Error of Estimate = .48

HEGIS Code: 0506

MANAGEMENT 810

The adjusted R^2 was .30. The highlights may be summarized as follows:

* Grade Trends through Time:
  Grades decreased from 1971 (-.14) to 1972 (-.17), but increased since then for a total change of .16 of a letter grade.

* Majors Receiving Higher Grades on the Average (Positive Estimators):
  Political Science (1.10)

* No majors recorded grades that were noticeably lower than average.

* Veterans (-.15) and those who took fewer hours that particular quarter received lower grades on the average.

TABLE 17

Regressand: Course Grades in Management 810 -
History & Philosophy of Management

Sample Mean = 3.52 S.D. = .55 N = 256

Regressors	Estimators	Standard Error of Estimator	B	Simple r
Course Year: 75	.12	.47	.11	-.04
74	.11	.47	.10	.04
73	.02	.48	.01	.03
72	- .17	.49	-.06	-.007
71	- .14	.52	-.04	-.07
GPA	.73	.10	.50	.45
Counseling & Psychological Services	- .51	.32	-.13	-.18
Veteran	- .15	.05	-.19	-.13
GMAT - Quantitative	.03	.04	.24	.01
Political Science	1.10	.53	.18	.08
Finance	- .10	.28	-.04	-.18
Hours Attempted	.004	.001	.22	.21
Educational Foundations	- .63	.54	-.07	-.06
Leadership Planning	.01	.26	.007	.12
Education Administration	- .11	.34	-.02	-.004
Real Estate	.55	.32	.14	.02
Secondary Education	- .25	.52	-.03	-.06
Business Education	.06	.28	.02	-.06
Age	.004	.005	.05	.12
Decision Science	- .24	.54	-.03	-.06
Female	.08	.10	.05	.05
Marketing	.47	.37	.09	.03
Actuarial Science	- .12	.52	-.01	-.06
GRE - Verbal	.007	.01	.06	.04
Health Administration	.52	.43	.08	.08
Missing Data -- Age	- .12	.14	-.06	.02
GMAT - Verbal	.06	.05	.48	.08
GMAT - Total	- .008	.006	-.65	[illegible]
Undeclared	.33	.26	.19	[illegible]
Management	.28	.25	.26	[illegible]
Information Systems	.35	.34	.08	004
Insurance & Risk	.32	.34	.07	.05
Accounting	.12	.32	.03	-.08
Minority	.04	.10	.02	-.09
Missing Data - GMAT - Quantitative	.02	.08	.02	-.04
MAT	.001	.009	.004	.03
GRE - Quantitative	- .0009	.007	-.02	-.07
International Business	- .06	.53	-.007	-.06
Constant	-1.78			

R^2 = .41

R^2 (Adjusted) = .30

Standard Error of Estimate = .46

HEGIS Code: 0506

The adjusted R^2 was .26. Highlights may be summarized as follows:

* Grade Trends through Time:
Grades rose and fell during the study period with a net change of less than one fourth of a letter grade.

* Majors Receiving Higher Grades on the Average (Positive Estimators):
Marketing (.55)

* Majors Receiving Lower Grades on the Average (Negative Estimators):
Insurance & Risk (-.54) and Educational Administration (-.27).

* GMAT - Total (-.01) had a negative impact, but GMAT - Quantitative (.06) and GMAT - Verbal (.09) had positive impacts. GRE - Quantitative (-.002) was also negative, yet Missing Data -- GRE - Verbal (.54) was positive.

TABLE 18

Regressand: Course Grades in Management 820 - Theory of Organization

Sample Mean = 3.54 S.D. = .54 N = 535

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .007	.07	-.006	.03
74	.07	.07	.05	.06
72	- .29	.11	-.12	-.12
71	- .21	.11	-.08	-.07
GPA	.70	.07	.44	.44
Marketing	.55	.19	.11	.07
GMAT - Quantitative	.06	.03	.46	.01
Educational Administration	- .27	.12	-.09	-.07
Insurance & Risk	- .54	.25	-.08	-.09
Accounting	- .29	.16	-.07	-.12
Finance	- .13	.12	-.05	-.08
Educational Foundations	- .78	.48	-.06	-.04
Hours Attempted	.001	.0009	.06	.07
Criminal Justice	- .38	.25	-.06	-.09
Health Administration	.22	.13	.07	.09
GRE - Verbal	.005	.002	.10	.08
Female	.08	.07	.05	.12
Economics	- .56	.48	-.04	-.04
Secondary Education	.52	.47	.04	.04
Management	.05	.07	.05	-.01
GRE - Quantitative	- .002	.001	-.09	.03
Decision Sciences	.29	.29	.04	.02
Missing Data -- GMAT - Total	.05	.06	.05	.06
Psychology	.62	.35	.10	.03
Missing Data -- GRE - Verbal	.54	.25	.14	.02
Political Science	.50	.28	.10	-.008
Physical Education	- .20	.37	-.02	-.06
Human Resources	- .32	.28	-.03	-.03
Elementary Education	.25	.48	.02	.04
Actuarial Science	- .25	.34	-.03	-.06
Real Estate	- .15	.28	-.02	-.03
Minority	- [illegible]	.07	-.04	-.10
Missing Data -- Age	.10	.11	.04	-.01
Veteran	.03	.04	.03	.05
Special Education	- .12	.32	-.02	.04
Business Education	.16	.20	.02	.03
Age	.001	.003	.02	.04
Missing Data -- MAT	.02	.08	.01	-.06
MAT	.001	.005	.01	.04
GMAT - Total	- .01	.005	-.96	.04
GMAT - Verbal	.02	.04	.03	.06
Undeclared	.01	.07	.01	.03
Constant	.29			

R^2 = .31

R^2 (Adjusted) = .26

Standard Error of Estimate = .47

HEGIS Code: 0506

MANAGEMENT 825

The adjusted R^2 was .20. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades rose and fell from year to year throughout the study period. The total change from 1971 (.57) to 1974 (-.11) was .68 of a letter grade. Data for 1975 were not available.
- * No major recorded higher average grades.
- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Counseling & Psychological Services (-1.09)
- * Age (.01) had a slightly positive impact. Older students received higher grades in Management 825 than young students when other factors were controlled from consideration.

TABLE 19

Regressand: Course Grades in Management 825 -
Entrepreneurship and Enterprise

Sample Mean = 3.39 S.D. = .51 N = 220

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	74	- .11	.08	-.09	-.06
	73	.05	.14	.03	.006
	72	- .02	.12	-.01	.04
	71	.57	.30	.13	.06
GPA		.76	.10	.51	.44
Information Systems		- .45	.26	-.17	-.11
Age		.01	.006	.17	.09
Counseling & Psychological Services		-1.09	.52	-.14	-.05
Economics		.35	.39	.07	.02
Accounting		- .32	.28	-.10	-.02
Real Estate		.07	.28	.02	.04
GMAT - Quantitative		- .05	.03	-.48	.01
International Business		.07	.30	.02	.003
Business Education		.31	.51	.04	.08
Missing Data -- Age		.09	.14	.05	.02
Insurance & Risk		- .37	.34	-.08	-.01
Missing Data -- GRE - Quantitative		.43	.48	.06	.09
Leadership Planning		- .45	.33	-.14	.04
Hours Attempted		.0009	.001	.04	.11
Management		- .15	.21	-.14	-.05
Political Science		- .33	.51	-.04	-.05
GMAT - Verbal		- .05	.03	-.47	.04
GMAT - Total		.006	.004	.65	.04
Undeclared		- .16	.25	-.06	.07
Missing Data -- MAT		- .33	.39	-.09	-.03
MAT		- .02	.02	-.07	-.08
Marketing		- .14	.24	-.07	-.00[illegible]
Finance		- .13	.22	-.09	-.03
Minority		.04	.15	.02	-.03
Missing Data -- GMAT - Verbal		- .02	.09	-.01	.01
Decision Science		- .05	.29	.01	.06
Constant		.84			

R^2 = .31

R^2 (Adjusted) = .20

Standard Error of Estimate = .45

HEGIS Code: 0506

MANAGEMENT 840

The adjusted R^2 was .25. Highlights may be summarized as follows:

- Grade Trends through Time:
  With a small dip in 1974 (.43), the grading trend for this course was inflationary between 1971 (.31) and 1975 (.60).

- Majors Receiving Higher Grades on the Average (Positive Estimators): Political Science (.57), Physical Education (.51), Undeclared (.27), and Management (.20).

- No major received lower grades on the average.

- Female (.12) had a positive impact, while Minority (-.12) had a negative impact. When other factors were controlled, females received higher grades on the average and minority students lower grades.

TABLE 20

Regressand: Course Grades in Management 840 - Interpersonal Dynamics in Organizations

Sample Mean = 3.66 S.D. = .50 N = 596

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.60	.26	.60	.12
74	.43	.26	.39	-.11
73	.48	.26	.33	.001
72	.41	.26	.20	-.03
71	.31	.28	.10	.002
GPA	.58	.06	.40	.45
Finance	- .08	.13	-.03	-.12
Marketing	- .18	.15	-.05	-.16
Information Systems	- .04	.16	-.01	-.11
Minority	- .12	.06	-.09	-.11
Female	.12	.05	.10	.15
Human Resources	- .65	.44	-.05	-.05
Age	.005	.003	.08	.07
Political Science	.57	.25	.11	.07
MAT	- .005	.003	-.05	.01
Counseling & Psychological Services	.11	.11	.06	.04
Hours Attempted	.001	.0008	.08	.06
Mathematics	.84	.45	.07	.03
Undeclared	.27	.10	.21	.07
Physical Education	.51	.24	.08	.05
Missing Data -- GMAT - Quantitative	- .05	.06	-.04	.10
Economics	.71	.45	.06	.03
Missing Data -- Age	.15	.10	.06	-.003
Veteran	.04	.03	.05	.09
Actuarial Science	- .32	.44	-.03	-.05
Secondary Education	.38	.24	.06	.05
Business Education	.04	.17	.01	.01
Health Administration	.05	.22	.008	-.01
Elementary Education	.33	.28	.05	.0008
Criminal Justice	.28	.22	.05	-.01
Physical Resources	- .11	.45	-.009	-.05
GRE - Verbal	.003	.002	.05	.01
Missing Data -- GRE - Quantitative	.10	.21	.03	-.04
GRE - Quantitative	- .001	.001	-.04	.01
Accounting	.23	.13	.09	.002
Management	.20	.10	.17	-.04
Educational Administration	.20	.13	.07	.05
Leadership Planning	.16	.11	.11	.12
Urban Administration	.17	.14	.05	-.06
Decision Sciences	.22	.20	.04	.03
Insurance & Risk	.18	.16	.05	.002
International Business	.24	.24	.04	.01
Real Estate	.23	.27	.03	.0008
Psychology	.21	.32	.03	.01
Special Education	.08	.19	.02	.01
GMAT - Verbal	.001	.005	.01	.06
Missing Data -- MAT	.008	.07	.005	-.07
Constant	- .22			

$R^2 = .31$

R^2 (Adjusted) = .25

Standard Error of Estimate = .43

HEGIS Code: 0506

MANAGEMENT 880

The adjusted R^2 was .36. Highlights may be summarized as follows:

- Grade Trend through Time:
  Each year during the study period, average grades increased or decreased, but the total change between 1971 (.25) and 1975 (.64) was an increase of less than half a letter grade.

- No major received higher grades on the average when other variables were controlled for.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Insurance & Risk (-.66)

- Hours Attempted (.002) had a positive impact, meaning that students who took more quarter credits the quarter they took Mgt. 880 received slightly higher grades.

TABLE 21

Regressand: Course Grades in Management 880 - Management Systems

Sample Mean = 3.60 S.D. = .52 N = 166

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.64	.44	.63	.23
74	.36	.44	.33	-.17
73	.41	.46	.21	.08
72	.11	.46	.06	-.16
71	.25	.57	.05	-.02
GPA	.79	.14	.48	.43
Management	.11	.11	.11	.29
Hours Attempted	.002	.001	.16	.13
Insurance & Risk	- .66	.33	-.14	-.13
Female	- .11	.11	-.07	-.01
Minority	- .17	.13	-.09	-.26
Health Administration	- .56	.44	-.08	-.09
Educational Administration	.32	.34	.07	.09
Missing Data -- Age	- .39	.21	-.14	-.10
Missing Data -- MAT	.17	.17	.07	.10
Veteran	- .07	.06	-.09	.003
Finance	- .35	.23	-.10	-.10
Real Estate	- .58	.46	-.09	-.09
Age	- .006	.006	-.08	-.08
GMAT - Quantitative	- .06	.04	-.53	.05
Undeclared	- .19	.15	-.16	-.16
GMAT - Total	.009	.006	.76	.09
GMAT - Verbal	- .06	.05	-.46	.07
Leadership Planning	- .21	.20	-.10	.02
MAT	- .02	.02	-.06	.04
Counseling & Psychological Services	- .20	.44	-.03	-.09
Political Science	- .17	.37	-.04	-.02
Missing Date -- GMAT - Quantitative	.04	.10	.03	-.16
Marketing	.15	.46	.02	-.09
Urban Administration	.12	.45	.02	-.09
GRE - Quantitative	.0005	.002	.02	.08
Actuarial Science	.08	.37	.02	-.02
Constant	.14			

R^2 = .48

R^2 (Adjusted) = .36

Standard Error of Estimate .41

HEGIS Code: 0506

REAL ESTATE 840

The adjusted R^2 was .28. The highlights may be summarized as follows:

- Grade Trends through Time:
  There has been a systematic decrease in grades between 1971 (-.13) and 1975 (-1.009). Grades at the end of the study period were .87 of a letter grade lower than at the beginning.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  None

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Undeclared (-.86), Management (-.54), and Finance (-.42). Of special note, Real Estate majors recorded markedly lower grades (-.64) in Real Estate 840 than those who were not majoring in Real Estate when all other factors were controlled for.

TABLE 22

Regressand: Course Grades in Real Estate 840 -
Valuation and Income Taxation of Real Estate

Sample Mean = 3.34   S.D. = .66   N = 116

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	-1.009	.58	-.74	-.13
	74	- .56	.59	-.36	.14
	73	- .59	.59	-.40	-.04
	72	- .83	.60	-.40	-.02
	71	- .13	.74	-.02	.13
GPA		1.03	.18	.53	.49
Undeclared		- .86	.40	-.21	-.08
Finance		- .42	.24	-.30	.09
Hours Attempted		- .005	.003	-.22	-.06
Real Estate		- .64	.24	-.46	-.21
Management		- .54	.28	-.23	.12
Marketing		- .84	.48	-.16	-.07
Accounting		- .56	.31	-.20	-.02
Leadership Planning		- .44	.44	-.10	-.08
Insurance & Risk		- .69	.41	-.17	-.003
Minority		- .44	.30	-.18	-.05
GMAT - Quantitative		- .01	.01	-.11	.05
Economics		- .53	.50	-.10	.13
Missing Data -- Age		.13	.30	.05	.04
Age		- .01	.01	-.08	-.05
Veteran		- .07	.09	-.07	-.01
Missing Data -- GMAT - Total		- .04	.14	-.03	-.06
Female		.04	.29	.01	-.05
Constant		2.42			

R^2 = .42

R^2 (Adjusted) = .28

Standard Error of Estimate = .56

HEGIS Code: 0511

BUSINESS EDUCATION 841

The adjusted R^2 was .49. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades increased in this course by one-fourth of a letter grade from 1971 (-.15) to 1975 (.09). The rise was not consistent, however, since the high point occurred in 1974 (.14).

- No major field received higher or lower grades on the average.

- Minority (-.24) and Missing Data -- GMAT (-1.27) had negative impacts, while Female (.31) had a positive impact. Therefore minorities, males, and those missing GMAT scores on their student records had lower grades in BED 841.

TABLE 23

Regressand: Course Grades in Business Education 841 -
Problems & Procedures in Business Communication

Sample Mean = 3.51   S.D. = .58   N = 97

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.09	.14	.07	.09
74	.14	.13	.11	-.02
72	- .07	.17	-.04	-.04
71	- .15	.32	-.04	-.13
GPA	1.08	.16	.59	.66
Missing Data -- GMAT - Total	-1.27	.48	-.22	-.08
Minority	- .24	.11	-.20	-.41
Female	.31	.14	.20	.22
Missing Data -- Age	- .52	.32	-.15	-.16
Age	- .006	.006	-.08	.02
Veteran	- .10	.11	-.10	.14
Hours Attempted	.001	.002	.05	.10
Counseling & Psychological Services	- .14	.22	-.05	-.05
Business Education	- .03	.14	-.02	-.09
Elementary Education	.05	.45	.01	.08
MAT	.0005	.005	.009	.07
Constant	1.04			

R^2 = .57

R^2 (Adjusted) = .49

Standard Error of Estimate = .42

HEGIS Code: 0514

MANAGEMENT 830

The adjusted R^2 was .22. The highlights may be summarized as follows:

* Grade Trends through Time:
Grades declined from 1971 (.51) to 1975 (.41). During the study period, grades declined steadily, with no increase from year to year.

* No major recorded deviant grades in Management 830, whether positive or negative.

* Those for whom the GMAT scores were not recorded (-.27) did more poorly in the course. The higher one's score on the MAT, on the average, the higher the grade received in Management 830.

TABLE 24

Regressand: Course Grades in Management 830 - Personnel Research

Sample Mean = 3.57 S.D. = .55 N = 213

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.41	.51	.37	.03
74	.41	.51	.35	-.04
73	.44	.52	.27	-.009
72	.45	.54	.18	.03
71	.51	.58	.13	.04
GPA	.81	.13	.48	.47
Missing Data -- GMAT - Total	- .27	.12	-.24	-.05
Female	.14	.09	.10	.17
Missing Data -- Age	.25	.17	.10	.09
MAT	.01	.009	.10	.10
Leadership Planning	- .06	.33	-.03	.16
GMAT - Quantitative	.07	.05	.51	.20
Accounting	- .52	.35	-.14	-.10
Real Estate	- .56	.40	-.12	-.05
Decision Science	.31	.57	.04	.05
Missing Data -- MAT	- .14	.16	-.06	-.12
Elementary Education	.15	.61	.02	.05
Education Administration	- .56	.47	-.10	-.01
Missing Data -- GRE - Quantitative	.29	.47	.09	.05
Urban Administration	.21	.58	.03	-.07
Management	- .15	.28	-.13	.05
Undeclared	- .15	.29	-.13	-.05
Hours Attempted	.001	.001	.07	.13
Health Administration	- .45	.45	-.08	-.01
Psychology	- .01	.68	-.003	.02
Political Science	- .08	.50	-.02	-.05
Counseling & Psychological Services	- .35	.39	-.09	-.02
Age	.003	.006	.04	-.05
GMAT - Total	- .009	.007	-.76	.18
GMAT - Verbal	.06	.05	.49	.12
Marketing	- .27	.34	-.08	-.02
Insurance & Risk	- .27	.35	-.07	-.05
Information Systems	- .24	.46	-.04	-.01
Finance	- .18	.44	-.03	-.01
Actuarial Science	- .14	.46	-.02	-.01
GRE - Quantitative	.0007	.002	.04	.01
GRE - Verbal	- .001	.004	-.03	-.04
Constant	.49			

R^2 = .35

R^2 (Adjusted) = .22

Standard Error of Estimate = .49

HEGIS Code: 0515

The adjusted R^2 was .26. The highlights may be summarized as follows:

* Grade Trends through Time:
Grades jumped from 1971 (-.10) to 1972 (.03) but then slid to a low in 1975 (-.15).

* No major received significantly higher or lower grades on the average.

* Those whose records are missing age data received higher grades (.14) than others.

TABLE 25

Regressand: Course Grades in Business Administration 805 -
Economic Theory and Analysis

Sample Mean = 3.34 S.D. = .62 N = 1109

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	- .15	.27	-.12	-.04
	74	- .14	.27	-.10	-.005
	73	- .11	.27	-.07	.01
	72	.03	.27	.01	.07
	71	- .10	.28	-.03	-.001
GPA		.82	.05	.49	.51
Finance		.26	.19	.19	.07
Education Administration		- .32	.33	-.03	-.03
GRE - Quantitative		.004	.005	.03	.06
Missing Data -- Age		.14	.07	.06	.04
Missing Data -- GMAT - Total		- .06	.04	-.04	-.08
Insurance & Risk		.05	.21	.02	-.02
Management		.16	.19	.11	-.05
Health Administration		.49	.33	.05	.06
Business Education		- .40	.57	-.02	-.02
Female		.07	.05	.03	.09
GMAT - Quantitative		.006	.005	.05	.17
Political Science		.94	.65	.04	-.02
Marketing		.25	.20	.11	.02
Mathematics		.56	.42	.04	.04
Missing Data -- GRE - Quantitative		.45	.42	.04	.06
Secondary Education		- .29	.57	-.01	-.02
Accounting		.22	.19	.12	.006
Undeclared		.26	.22	.06	.03
GRE - Verbal		- .002	.004	-.02	-.005
Leadership Planning		- .04	.31	-.004	-.01
Educational Foundations		.39	.43	.03	.04
Hours Attempted		.0005	.0008	.02	.05
Minority		- .04	.06	-.02	-.03
Actuarial Science		.29	.31	.03	.007
GMAT - Total		- .0002	.0004	-.02	.18
Age		.002	.003	.02	-.009
Information Systems		.21	.22	.04	.01
Economics		.20	.22	.05	-.004
International Business		.16	.21	.05	-.06
MAT		- .01	.02	-.01	-.002
Urban Administration		.27	.57	.01	-.02
Real Estate		.14	.21	.04	-.06
Decision Science		.14	.22	.03	.04
Missing Data -- MAT		- .06	.29	-.006	-.01
Constant		- .01			

R^2 = .29

R^2 (Adjusted) = .26

Standard Error of Estimate = .53

HEGIS Code: 0517

LIBRARY SCIENCE MEDIA 636

The adjusted R^2 was .1[illegible]. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades for the three available years, 1973, 1974, and 1975, have declined by almost one quarter of a letter grade.

- No major fields deviated significantly in the grades received in LSM636 when all other personal and academic characteristics had been controlled for.

TABLE 26

Regressand: Course Grades in Library Science Media 636 - Selection and Utilization of Educational Media

Sample Mean = 3.67 S.D. = .49 N = 190

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .13	.16	-.13	-.11
74	.02	.16	.02	.09
73	.10	.26	.04	.12
GPA	.92	.18	.43	.37
Minority	.20	.13	.12	-.05
Veteran	.14	.09	.11	.10
Music Education	- .16	.67	-.02	-.10
MAT	-.005	.004	-.10	-.04
Library Media	.52	.48	.44	.13
Counseling & Psychological Services	.82	.67	.12	.05
Early Childhood Education	.66	.55	.16	-.0004
Business Education	.19	.58	.04	-.03
Female	- .09	.12	-.06	.03
Leadership Planning	.54	.50	.23	.10
Undeclared	.35	.50	.13	-.04
Age	.002	.004	.03	.07
Educational Administration	.51	.53	.15	-.05
Elementary Education	.43	.47	.44	-.10
Special Education	.53	.67	.08	.05
Secondary Education	.39	.50	.18	-.08
Reading Specialist	.41	.71	.06	.05
Hours Attempted	-.0006	.002	-.02	-.003
Missing Data -- GRE - Quantitative	.11	.50	.02	-.05
Missing Data -- MAT	- .01	.08	-.01	-.07
Constant	- .24			

R^2 = .22

R^2 (Adjusted) = .11

Standard Error of Estimate = .47

HEGIS Code: 0605

The adjusted R^2 was .30. Highlights may be summarized as follows:

* Grade Trends through Time:
Grades rose from 1971 (.43) to 1972 (.49) where they stabilized for two years. They eventually declined slightly to 1975 (.30).

* Majors Receiving Higher Grades on the Average (Positive Estimators):
Health Administration (1.10) and Information Systems (.57).

* No majors received lower grades on the average.

* Females (-.18) and Hours Attempted (-.002) had negative impacts. Controlling for all other variables, therefore, females and those who attempted more hours that quarter had lower grades.

TABLE 27

Regressand: Course Grades in Information Systems 801 - Computer Programming Languages

Sample Mean = 3.12 S.D. = .96 N = 560

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.30	.43	.15	-.10
74	.40	.43	.19	.02
73	.49	.43	.20	.08
72	.49	.43	.15	.02
71	.43	.44	.11	.03
GPA	1.17	.09	.51	.50
Information Systems	.57	.18	.14	.10
Female	- .18	.09	-.08	-.02
Health Administration	1.10	.35	.12	.08
Missing Data -- GMAT - Total	- .18	.11	-.09	-.07
Real Estate	- .77	.48	-.06	-.08
Physical Resources	- .71	.39	-.07	-.11
Human Resources	- .56	.37	-.06	-.18
Educational Administration	- .30	.30	-.04	-.04
Veteran	.09	.06	.06	.03
Actuarial Science	.48	.34	.05	.05
Secondary Education	.55	.28	.08	.02
Hours Attempted	- .002	.001	-.08	.06
Elementary Education	1.47	.83	.06	.04
Library Media	1.47	.84	.06	.04
GRE - Verbal	.0005	.0009	.02	.11
Age	- .006	.006	-.04	-.03
Decision Science	.37	.23	.06	.07
Missing Data -- GRE - Verbal	.17	.13	.07	.008
GRE - Quantitative	.0008	.0008	.04	.11
Psychology	.25	.16	.09	.09
Insurance & Risk	.30	.26	.04	.06
Mathematics	.34	.28	.05	.01
Biology	.25	.23	.05	-.01
Accounting	.15	.15	.05	-.07
Undeclared	.38	.29	.05	.01
GMAT - Quantitative	.06	.04	.23	.12
GMAT - Total	- .007	.007	-.35	.08
GMAT - Verbal	.05	.05	.20	.03
Business Education	.38	.39	.04	.03
Counseling & Psychological Services	.30	.38	.03	.03
Economics	.16	.18	.04	-.02
Special Education	.29	.41	.03	.008
Educational Foundations	.55	.84	.02	.04
Urban Administration	.24	.42	.02	.01
Management	.09	.17	.02	-.06
International Business	.12	.24	.02	.01
Criminal Justice	.25	.48	.02	.02
Leadership Planning	.11	.20	.03	.01
MAT	.003	.007	.02	.05
Missing Data -- MAT	.08	.19	.02	-.002
Missing Data -- Age	- .05	.17	-.01	-.09
Political Science	.10	.36	.01	-.05
Sociology	.03	.19	.008	-.02
Marketing	- .03	.24	-.005	.01
Constant	-1.50			

$R^2 = .36$

R^2 (Adjusted) = .30

Standard Error of Estimate = .81

HEGIS Code: 0704

The adjusted R^2 was .43. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades increased by one quarter of a letter grade between 1971 (-.75) and 1972 (-.50), but then slowly decreased back to the original value by the end of the study period, 1975 (-.74).

- * There was little difference in the grades received by the different majors.

- * MAT (.02) had a positive impact, but Hours Attempted (-.002) had a negative impact. Thus, students who recorded higher grades on the Miller's Analogy Test and who took fewer course credits the quarter they took IS 802 received higher grades.

TABLE 28

Regressand: Course Grades in Information Systems 802 -
Advanced Computer Programming

Sample Mean = 3.27 S.D. = .93 N = 268

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .74	.75	-.37	-.05
74	- .77	.75	-.37	-.03
73	- .65	.75	-.29	.02
72	- .50	.76	-.18	.09
71	- .75	.76	-.22	-.01
GPA	1.44	.12	.64	.65
Information Systems	.27	.16	.11	.07
Political Science	- .63	.65	-.06	-.21
GMAT - Quantitative	.05	.06	.24	.25
Hours Attempted	- .002	.001	-.06	-.03
Undeclared	- .39	.36	-.06	-.07
MAT	.02	.01	.14	.05
Missing Data -- MAT	.43	.41	.10	.03
Actuarial Science	.18	.36	.03	.02
Marketing	.19	.26	.04	.06
Accounting	.09	.19	.03	-.01
Biology	- .71	.75	-.05	-.02
GRE - Quantitative	.003	.002	.13	.14
Missing Data -- GRE - Verbal	.31	.28	.12	-.02
Mathematics	- .28	.28	-.05	-.03
Minority	.29	.19	.10	-.02
Missing Data -- Age	- .34	.25	-.09	-.04
International Business	- .40	.37	-.06	-.07
Secondary Education	- .45	.74	-.03	-.02
Health Administration	.24	.51	.02	.02
Sociology	.33	.75	.02	.05
Decision Sciences	- .13	.21	-.03	-.05
Educational Administration	.29	.71	.02	.05
Leadership Planning	- .10	.25	-.02	.06
Economics	- .09	.24	-.02	-.10
Veteran	.03	.08	.03	-.01
Female	- .04	.12	-.02	.06
Psychology	- .05	.21	-.02	.08
Criminal Justice	- .16	.72	-.01	-.02
GMAT - Total	- .006	.009	-.35	.22
GMAT - Verbal	.04	.06	.23	.15
Management	.03	.19	.01	-.05
Constant	-3.95			

R^2 = .51

R^2 (Adjusted) = .43

Standard Error of Estimate = .70

HEGIS Code: 0704

The adjusted R^2 was .26. The highlights may be summarized as follows:

- Grade Trends through Time:
  Grades declined between 1971 (-.48) and 1973 (-.62), then jumped in 1974 (-.35) but dropped again in 1975 (-.43).

- No major field was significantly different in its grades in ECI 647.

- MAT (.008) had a positive impact. Those who performed better on the Miller Analogy Test received better grades in this course, on the average.

TABLE 29

Regressand: Course Grades in Curriculum and Instruction 647 - Methods and Materials of Language Arts in the Elementary Schools

Sample Mean = 3.70 S.D. = .52 N = 455

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .43	.33	-.40	.03
74	- .35	.33	-.31	.14
73	- .62	.33	-.38	-.15
72	- .56	.33	-.33	-.10
71	- .48	.33	-.24	-.02
GPA	.90	.08	.50	.47
MAT	.008	.004	.10	.11
Veteran	- .05	.04	-.06	-.001
Missing Data--GMAT--Total	- .29	.56	-.04	-.04
Counseling & Psychological Services	- .63	.50	-.11	-.04
Undeclared	- .01	.47	-.003	.04
Age	- .005	.003	-.06	-.16
Minority	.06	.06	.05	-.19
Early Childhood Education	- .09	.48	-.02	.003
GMAT--Verbal	.05	.08	.02	.009
GRE--Verbal	.0009	.008	.007	.03
Missing Data--MAT	- .04	.06	-.03	-.03
Secondary Education	- .14	.47	-.04	.02
Hours Attempted	.0008	.001	.03	.006
Special Education	- .29	.47	-.08	-.03
Female	.02	.07	.01	-.01
Reading Specialist	- .20	.46	-.09	.05
Business Education	- .35	.65	-.03	-.06
Education Administration	- .26	.49	-.06	-.04
Elementary Education	- .23	.45	-.18	-.03
Leadership Planning	- .23	.47	-.07	.008
Constant	- .70			

R^2 = .30

R^2 (Adjusted) = .26

Standard Error of Estimate = .45

HEGIS Code 0801

The adjusted R^2 was .12. The highlights may be summarized as follows:

- * Grade Trends through Time:
  No apparent trend was noted for the study period in ECI 739. Grades did increase by .19 of a letter grade, but every other year the trend reversed.

- * No major field recorded higher grades on the average. (Positive estimators were never more than twice the standard error.)

- * Majors Receiving Lower Grades on the Average (Negative Estimators): Leadership Planning (-.21) and Counseling & Psychological Services (-.18).

TABLE 30

Regressand: Course Grades in Curriculum & Instruction 739 - Clinical Approach to Classroom Analysis

Sample Mean = 3.94 S.D. = .28 N = 170

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .06	.28	-.11	-.04
74	.01	.28	.02	.12
73	- .18	.28	-.23	-.14
72	.02	.28	.02	.10
71	-.25	.33	-.09	-.17
GPA	.35	.09	.34	.28
Counseling & Psychological Services	- .18	.09	-.15	-.11
GMAT - Verbal	.06	.06	.09	.02
Age	.004	.003	.12	.07
Leadership Planning	- .21	.09	-.22	-.07
Minority	- .07	.07	-.10	-.18
Secondary Education	- .13	.08	-.14	-.06
Hours Attempted	.001	.001	.11	.02
Reading Specialist	- .11	.11	-.07	-.07
MAT	- .002	.003	-.05	-.03
GRE - Verbal	- .002	.003	-.13	-.02
Missing Data -- Age	.13	.13	.11	.05
Missing Data -- MAT	- .05	.05	-.08	-.09
Educational Administration	- .15	.15	-.09	.04
Female	- .09	.08	-.13	.00
Missing Data -- GRE - Quantitative	.27	.42	.10	-.02
History	- .12	.28	-.03	.02
Veteran	.02	.06	.04	.002
Undeclared	.04	.13	.02	.04
Early Childhood Education	.03	.16	.01	.03
Special Education	.01	.14	.008	.03
Constant	1.76			

R^2 = .25

R^2 (Adjusted) = .12

Standard Error of Estimate = .26

HEGIS Code: 0801

The adjusted R^2 was .38. Highlights may be summarized as follows:

* Grade Trends through Time:
  Only three years of data are available so no trends are derivable.

* When other variables are controlled from consideration, no major field recorded markedly higher or lower grades.

TABLE 31

Regressand: Course Grades in Early Childhood Education 645 - Analysis of Methods & Materials in Early Childhood Education

Sample Mean = 3.55 S.D. = .59 N = 293

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	- .02	.07	-.02	.07
73	- .08	.09	-.05	-.07
72	- .11	.16	-.04	-.12
GPA	1.10	.11	.56	.61
Veteran	.11	.09	.07	.09
Mathematics	- .80	.48	-.08	-.05
MAT	.004	.003	.07	.21
Leadership Planning	.28	.22	.07	.12
Female	.19	.16	.06	.10
Early Childhood Education	.06	.10	.05	.04
Minority	- .09	.08	-.07	-.34
Age	.004	.004	.05	-.02
Counseling & Psychological Services	.09	.31	.01	.02
Missing Data -- Age	.12	.17	.04	-.02
Education Administration	- .52	.54	-.05	-.05
Hours Attempted	.001	.002	.04	.03
Undeclared	- .13	.21	-.03	-.07
Psychology	- .23	.49	-.02	-.05
Special Education	- .03	.13	-.02	-.006
Missing Data -- MAT	.01	.06	.009	-.01
Constant	-1.16			

R^2 = .42

R^2 (Adjusted) = .38

Standard Error of Estimate = .47

HEGIS Code: 0802

The adjusted R^2 was .42. The highlights may be summarized as follows:

* Grade Trends through Time:
  In one year, between 1971 (-.50) and 1972 (.27), grades increased by three-quarters of a letter grade. The next year, 1973 (-.22), they fell by half a letter grade, increase further the next year, and then declined one-third of a letter grade in 1975 (-.34). Such rapid and extreme fluctuations from year to year are rare.

* Majors did not deviate markedly in the grades received in DEC 726.

* Missing Data -- MAT (.25) and Age (.02) had positive impacts, while Hours Attempted (-.007) had a negative impact. Thus the older a student and the fewer hours attempted that quarter, the higher the grade in DEC 726.

TABLE 32

Regressand: Course Grades in Early Childhood Education 726 - Language Development of Children

Sample Mean = 3.47   S.D. = .75   N = 134

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .34	.32	-.22	-.09
74	- .03	.31	-.02	.11
73	- .22	.37	-.08	-.10
72	.27	.36	.07	.06
71	- .50	.50	-.08	.005
GPA	1.57	.19	.68	.58
Hours Attempted	- .007	.003	-.26	-.13
Age	.02	.007	.18	-.02
Missing Data -- MAT	.25	.12	.14	.13
Education Administration	-1.02	.64	-.12	-.05
Missing Data -- Age	.18	.36	.05	.09
Minority	.13	.14	.08	-.15
Reading Specialist	.24	.26	.09	.07
Special Education	.19	.23	.09	.13
Music Education	- .47	.65	-.05	-.17
Female	.23	.21	.10	.19
Veteran	- .11	.14	-.07	-.004
Counseling & Psychological Services	.28	.37	.06	.06
Early Childhood Education	.08	.21	.05	-.09
MAT	- .001	.006	-.02	.08
Secondary Education	- .14	.68	-.01	.06
Elementary Education	- .03	.23	-.01	.003
Constant	-2.42			

R^2 = .51

R^2 (Adjusted) = .42

Standard Error of Estimate = .57

HEGIS Code: 0802

The adjusted R^2 was .42. Highlights may be summarized as follows:

* Grade Trends through Time:
No obvious inflationary or deflationary trend is evidenced for this course. During the study period, grades rose by .05 of a letter grade.

* Differences in grades received in SPE 601 were not a reflection of a student's major. No estimator for a major field was greater than twice its standard error.

* When other variables were controlled for, certain personal characteristics of students in this course did seem to be related to grades. Female (.15), MAT (.004), and Hours Attempted (.002) had positive impacts, while Minority (-.18) had a negative impact. Thus females, students who did well on the MAT, those who took more credit hours that quarter, and nonminority students recorded higher grades in SPE 601.

TABLE 33

Regressand: Course Grades in Special Education 601 -
Exceptional Children and Youth

Sample Mean = 3.43 S.D. = .63 N = 678

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .11	.25	-.08	-.03
74	- .31	.25	-.21	-.14
73	- .11	.25	-.07	.14
72	- .07	.25	-.04	.06
71	- .16	.26	-.05	-.01
GPA	1.02	.06	.55	.62
Minority	- .18	.06	-.11	-.38
Secondary Education	.22	.25	.07	.05
Hours Attempted	.002	.001	.06	.16
Sociology	1.04	.54	.06	-.03
MAT	.004	.002	.06	.20
Psychology	.77	.54	.05	.03
Early Childhood Education	- .14	.25	-.05	-.05
Female	.15	.07	.08	.10
Library Media	- .38	.34	-.04	-.05
GRE - Quantitative	- .004	.01	-.09	.04
Elementary Education	- .04	.24	-.03	-.01
Educational Administration	.20	.27	.05	-.02
Missing Data -- GMAT - Quantitative	- .51	.50	-.04	-.05
Art	.54	.54	.03	.03
Art Education	1.25	1.31	.08	.03
Age	- .003	.003	-.03	-.05
Missing Data -- Age	.06	.11	.02	-.003
Reading Specialist	- .05	.26	-.01	-.03
Music Education	- .29	.34	-.04	-.04
Missing Data -- GRE - Quantitative	-1.13	.92	-.18	.0001
Missing Data -- MAT	- .02	.04	-.01	.01
English	-2.32	2.39	-.14	.03
GRE - Verbal	.02	.02	.32	.03
Educational Foundations	- .08	.32	-.01	-.004
Physical Education	- .04	.28	-.007	-.02
Leadership Planning	.08	.29	.01	.02
Veteran	- .02	.05	-.01	.03
GMAT - Quantitative	.01	.04	.009	-.03
Counseling & Psychological Services	.007	.25	.003	.04
Undeclared	.04	.25	.01	.01
Business Education	.05	.37	.006	.02
Special Education	.02	.24	.02	.02
Constant	-8.97			

R^2 = .45

R^2 (Adjusted) = .42

Standard Error of Estimate = .48

HEGIS Code: 0808

SPECIAL EDUCATION 736

The adjusted R^2 was .36. Highlights may be summarized as follows:

- Grade Trends through Time:
  There was a steady increase in grades in this course from 1971 (.12) to 1975 (.34). Note that the estimator of each year is slightly higher than that of the previous year. Grades rose during the study period by one-fourth of a letter grade.

- Major fields were not significantly different in the grades received in this course when other personal and academic characteristics had been controlled for.

TABLE 34

Regressand: Course Grades in Special Education 736 -
Educational Assessment of Exceptional Children

Sample Mean = 3.68 S.D. = .53 N = 464

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.34	.22	.31	.02
74	.26	.22	.24	.05
73	.22	.22	.14	-.06
72	.21	.23	.10	-.03
71	.12	.25	.03	-.003
GPA	.95	.07	.58	.60
Elementary Education	- .12	.18	-.06	-.06
Art	- .56	.46	-.05	-.06
MAT	.004	.003	.06	.22
Counseling & Psychological Services	- .15	.22	-.04	-.01
Missing Data -- MAT	.06	.04	.05	-.01
Leadership Planning	.20	.22	.05	.06
Reading Specialist	- .12	.22	-.03	-.003
Age	.003	.003	.03	-.008
Educational Administration	.29	.35	.03	.04
Psychology	.08	.31	.01	.02
Missing Data -- GMAT - Total	- .43	.47	-.04	-.03
Biology	- .23	.47	-.02	-.06
Undeclared	- .04	.21	-.01	.005
Minority	- .04	.06	-.02	-.26
Female	.05	.08	.03	.09
Secondary Education	.09	.23	.02	.02
Special Education	.04	.17	.03	.02
Missing Data -- GRE - Quantitative	- .69	.70	-.12	-.06
GRE - Verbal	- .009	.01	-.10	.05
Missing Data -- Age	- .03	.11	-.01	-.10
Business Education	- .09	.46	-.008	-.06
Veteran	- .008	.07	-.005	.06
Constant	5.89			

R^2 = .40

R^2 (Adjusted) = .36

Standard Error of Estimate = .43

HEGIS Code: 0808

SPECIAL EDUCATION 811

The adjusted R^2 was .38. The highlights may be summarized as follows:

* Grade Trends through Time:
- There was no obvious trend in grades for this course. The total effect was a slight increase by .05 of a letter grade.

* Major fields did not perform markedly better in SPE 811.

* Majors Receiving Lower Grades on the Average (Negative Estimators): Elementary Education (-.35).

TABLE 35

Regressand: Course Grades in Special Education 811 - Children with Behavioral Disorders

Sample Mean = 3.55 S.D. = .54 N = 293

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.04	.32	.03	.05
74	- .07	.31	-.06	-.03
73	.08	.31	.06	.12
72	- .11	.32	-.07	-.15
71	- .01	.33	-.005	-.02
GPA	1.01	.10	.59	.58
Elementary Education	- .35	.10	-.15	-.18
Leadership Planning	.52	.29	.10	.08
Psychology	- .39	.25	-.09	-.08
Female	- .12	.08	-.08	.03
GRE - Verbal	- .0005	.004	-.009	.001
Reading Specialist	- .26	.18	-.07	-.06
Educational Foundations	- .72	.45	-.08	-.06
MAT	.004	.003	.06	.24
Missing Data -- MAT - Total	.52	.44	.05	.06
Art	- .50	.44	-.05	-.06
GRE - Quantitative	- .003	.003	-.09	-.06
Missing Data -- GRE - Quantitative	- .19	.50	-.04	.01
Undeclared	- .15	.20	-.04	-.04
Missing Data -- Age	.09	.14	.03	-.004
Secondary Education	.15	.23	.03	.04
Hours Attempted	- .0006	.001	-.03	.13
Education Administration	- .13	.31	-.02	-.08
Business Education	.18	.44	.02	-.06
Missing Data -- MAT	- .01	.06	-.009	-.08
English	.09	.54	.01	-.007
Veteran	- .01	.07	-.008	-.01
Minority	.01	.09	.007	-.22
Age	- .0005	.004	-.006	-.05
Constant	1.69			

R^2 = .44

R^2 (Adjusted) = .38

Standard Error of Estimate = .43

HEGIS Code: 0808

The adjusted R^2 was .47. Highlights may be summarized as follows:

- Grade Trends through Time:
  With only a jump in average grades in 1972 (.13), grades remained essentially stable in this course during the study period.

- No major field deviated markedly in the grades recorded for SPE 816.

- Age (-.006) and Missing Data - MAT (-.12) had negative impacts. Younger students, on the average, received higher grades than older students.

TABLE 36

Regressand: Course Grades in Special Education 816 -
Characteristics of Children with Specific Learning Disabilities

Sample Mean = 3.45 S.D. = .63 N = 446

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .30	.24	-.21	-.08
74	- .29	.24	-.22	.05
73	- .30	.24	-.21	-.03
72	.13	.24	.06	.04
71	- .22	.25	-.07	.05
GPA	1.22	.08	.62	.67
Elementary Education	- .61	.47	-.23	-.23
Reading Specialist	- .64	.48	-.19	-.11
Missing Data -- MAT	- .12	.05	-.09	-.06
Age	- .006	.003	-.07	-.12
Leadership Planning	- .87	.54	-.11	-.06
Minority	- .13	.07	-.07	-.31
Special Education	- .37	.46	-.26	.08
Business Education	- .96	.66	-.07	-.11
GMAT - Quantitative	- .40	.33	-.06	-.03
Educational Administration	- .45	.50	-.08	.008
Counseling & Psychological Services	- .30	.47	-.14	.10
MAT	- .002	.008	-.03	.20
Early Childhood Education	- .32	.50	-.06	.008
Secondary Education	- .35	.54	-.04	.03
Veteran	- .06	.07	-.03	.02
Music Education	.15	.65	.01	.04
Missing Data -- Age	- .08	.14	-.02	-.02
Female	- .04	.08	-.02	-.006
Art	.08	.66	.006	.04
Psychology	- .37	.66	-.04	.005
Missing Data -- GRE - Verbal	- .26	.66	-.02	-.04
Physical Education	- .26	.65	-.02	.04
Undeclared	- .13	.50	-.02	.08
Educational Foundations	- .13	.57	-.01	.005
Library Media	- .08	.66	-.006	-.03
Constant	12.80			

$R^2 = .50$

R^2 (Adjusted) = .47

Standard Error of Estimate = .4[illegible]

HEGIS Code: 0808

SPECIAL EDUCATION 838

The adjusted R^2 was .38. Highlights may be summarized as follows:

* Grade Trends through Time:
Every other year grades reversed in trend, so that no consistent change in grades for this course, whether inflationary or deflationary, can be noted.

* No major recorded higher average grades when other variables had been controlled for. .

* Majors Receiving Lower Grades on the Average (Negative Estimators): Sociology (-1.59), Reading Specialist (-.83), Educational Administration (-.59).

* Female (-.17) had a negative impact. Thus, on the average, females received lower grades by .17 of a letter grade than males.

TABLE 37

Regressand: Course Grades in Special Education 838 -
Behavior Modification of Exceptional Children

Sample Mean = 3.63 S.D. = .57 N = 412

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .04	.46	-.03	.04
74	- .16	.46	-.14	.01
73	- .32	.46	-.18	-.07
72	- .17	.46	-.07	-.009
71	- .26	.48	-.07	-.007
GPA	1.01	.08	.55	.58
Sociology	-1.59	.48	-.14	-.23
Reading Specialist	- .83	.35	-.10	-.08
Female	- .17	.08	-.10	.01
Educational Administration	- .59	.27	-.10	-.11
Undeclared	- .29	.21	-.07	-.06
Business Education	.52	.35	.06	-.01
Age	- .005	.003	-.06	-.15
Minority	- .09	.08	-.05	-.27
Elementary Education	- .13	.17	-.04	-.08
Missing Data -- Age	- .13	.12	-.05	-.05
Art	- .42	.47	-.04	-.05
GRE - Verbal	.002	.002	.03	.04
MAT	.004	.003	.03	.21
Psychology	- .09	.35	-.02	.03
Missing Data -- MAT	- .03	.05	-.03	-.08
Accounting	.22	.47	.02	.03
Hours Attempted	.0004	.001	.02	.04
Veteran	- .03	.07	-.02	.07
Counseling & Psychological Services	.02	.19	.007	.05
Secondary Education	- .05	.26	-.009	.02
Missing Data -- GRE - Verbal	.05	.38	.01	-.04
Special Education	- .02	.13	.01	.10
Constant	- .62			

R^2 = .42

R^2 = .38

Standard Error of Estimate = .45

HEGIS Code: 0808

The adjusted R^2 was .41. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades declined from 1971 (.04) to a 1973 (-.27) low, but recovered slightly by 1974 (-.13). The net decline was .17 of a letter grade.

- * No majors received higher or lower grades when other characteristics were controlled for.

- * Veterans (.18) had a positive impact. Thus, veterans received, on the average, .18 of a letter grade higher than nonveterans.

TABLE 38

Regressand: Course Grade in Special Education 857 - Methods of Teaching Children

Sample Mean = 3.57   S.D. = .57   N = 286

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	- .13	.07	-.11	.03
73	- .27	.08	-.19	-.24
72	.01	.12	.005	.03
71	.04	.16	.01	.04
GPA	1.12	.11	.57	.60
Veteran	.18	.09	.11	.16
Counseling & Psychological Services	- .19	.11	-.09	-.09
Missing Data -- MAT	.09	.06	.07	-.04
Secondary Education	.35	.20	.08	.05
Art	- .64	.45	-.07	-.06
Psychology	-1.01	.44	-.15	-.08
GRE - Quantitative	.005	.003	.13	.04
Early Childhood Education	- .63	.45	-.06	-.16
Elementary Education	- .15	.13	-.05	-.10
Reading Specialist	.19	.17	.05	.08
Female	.09	.10	.04	.08
Age	- .004	.004	-.04	-.14
Leadership Planning	- .15	.29	-.03	-.10
Minority	.05	.09	.03	-.17
Undeclared	.08	.16	.02	.09
MAT	- .001	.003	-.02	.14
Missing Data -- Age	.07	.46	.02	-.04
Hours Attempted	- .0002	.001	-.009	-.008
Constant	-3.68			

R^2 = .46

R^2 (Adjusted) = .41

Standard Error of Estimate = .44

HEGIS Code: 0808

The adjusted R^2 was .21. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Between 1971 (-.66) and 1972 (.31), grades increased by one full letter grade but then declined somewhat to 1974 (.15).
- * No major field deviated significantly in its grade pattern in SPE 896.

TABLE 39

Regressand: Course Grades in Special Education 896 -
Seminar in Special Education

Sample Mean = 3.71 S.D. = .55 N = 137

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.15	.11	.13	.06
73	.11	.13	.07	-.0008
72	.31	.27	.09	.09
71	- .66	.39	-.14	-.16
GPA	.99	.19	.48	.44
Elementary Education	- .10	.39	-.06	-.20
Minority	.27	.16	.16	-.07
Secondary Education	- .15	.42	-.06	-.04
Special Education	.14	.39	.11	.09
MAT	- .01	.008	-.13	-.09
Veteran	- .17	.16	-.11	-.09
Biological Sciences	.89	.62	.14	.04
Hours Attempted	- .001	.002	-.07	-.06
Education Administration	.54	.47	.14	.08
Counseling & Psychological Services	.53	.52	.11	.06
Missing Data -- MAT	.07	.11	.05	.03
Physical Education	.49	.63	.07	.04
Age	.004	.006	.06	.02
Female	.08	.14	.06	.10
Leadership Planning	.34	.65	.05	.04
Undeclared	.17	.51	.04	.06
Missing Data -- Age	.09	.38	.02	.08
Constant	.49			

$R^2 = .33$

R^2 (Adjusted) = .21

Standard Error of Estimate = .49

HEGIS Code: 0808

The adjusted R^2 was .09. Highlights may be summarized as follows:

* Grade Trends through Time:
  With a slight increase in grades in 1974 (.01), grades declined from 1971 (.15) to 1975 (-.10) by one quarter of a letter grade.

* There was no significant difference in the grades received by the various majors once other variables of the equation had been controlled from consideration.

TABLE 40

Regressand: Course Grades in Curriculum & Instruction 833 -
Social Dialects & Language Learning

Sample Mean = 3.87 S.D. = .35 N = 153

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	- .10	.09	-.14	-.16
	74	.01	.09	.02	.09
	72	- .02	.13	-.02	.03
	71	.15	.17	.09	.08
GPA		.32	.11	.27	.29
Special Education		- .32	.38	-.14	-.18
MAT		.007	.004	.16	.19
Female		.14	.09	.14	.001
Missing Data -- Age		.16	.16	.10	.08
Veteran		.07	.07	.09	.06
Leadership Planning		.23	.37	.16	.09
Educational Administration		.34	.41	.13	.05
English		.27	.42	.09	.04
Age		- .002	.004	-.06	-.10
Minority		- .05	.08	-.05	-.18
Missing Data -- MAT		- .04	.07	-.05	-.01
Reading Specialist		.12	.35	.14	.04
Library Media		- .08	.51	-.02	.03
Hours Attempted		.0004	.002	.02	.14
Undeclared		.05	.37	.04	.009
GRE - Quantitative		.002	.006	.04	.03
Counseling & Psychological Services		.14	.53	.03	.03
Elementary Education		.09	.35	.12	-.04
Secondary Education		.09	.35	.11	-.03
Constant		1.01			

R^2 = .22

R^2 (Adjusted) = .09

Standard Error of Estimate = .34

HEGIS Code: 0815

SPECIAL EDUCATION 632

The adjusted R^2 was .18. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades remained stable throughout the study period, increasing or decreasing from year to year by no more than .05 of a letter grade.

- Hours Attempted (.002) had a positive impact. Students who took more credit hours the quarter they took FED 632 recorded higher grades in this course.

TABLE 41

Regressand: Course Grades in Special Education 632 -
Language Development and Language Disabilities

Sample Mean = 3.83   S.D. = .41   N = 350

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.27	.20	.33	-.10
74	.32	.20	.35	.11
73	.31	.19	.26	.03
72	.32	.20	.24	-.06
71	.29	.20	.18	.03
GPA	.50	.08	.37	.43
Special Education	- .10	.07	-.10	-.10
Hours Attempted	.002	.001	.13	.16
Minority	- .10	.06	-.09	-.24
Missing Data -- MAT	- .06	.05	-.07	-.08
Missing Data -- Age	.10	.14	.04	.002
Early Childhood Education	.24	.25	.05	.04
Age	- .002	.003	-.05	-.04
Counseling & Psychological Services	- .04	.12	-.02	.04
GRE - Quantitative	- .001	.002	-.04	.02
Psychology	.24	.38	.04	.03
Reading Specialist	.05	.10	.03	.06
Secondary Education	.07	.17	.02	.001
Female	.02	.08	.02	.08
Educational Administration	.09	.23	.02	.04
Missing Data -- GRE - Verbal	.10	.33	.02	-.03
Leadership Planning	- .06	.24	-.01	.04
Sociology	- .09	.39	-.01	-.11
MAT	.0003	.003	.007	.10
Veteran	.008	.06	.008	.01
Constant	2.42			

R^2 = .23

R^2 (Adjusted) = .18

Standard Error of Estimate = .37

HEGIS Code: 0818

EDUCATIONAL FOUNDATIONS 601

The adjusted R^2 was .19. Highlights may be summarized as follows:

- Grade Trends through Time:
  No trend in grades is evidenced for this course. Grades rise and fall from year to year with a net decrease of only .06 of a letter grade.

- No major field recorded higher grades on the average.

- Majors Receiving Lower Grades on the Average (Negative Estimators): Educational Foundations (-.90). Thus those majoring in Educational Foundations received lower grades by .90 of a letter grade in an Educational Foundations course than those who weren't majoring in this field.

- Hours Attempted (.002) had a positive impact. Those who took more quarter hours of course work the quarter they took FED 601 received better grades.

TABLE 42

Regressand: Course Grades in Educational Foundations 601 - Anthropology of Education

Sample Mean = 3.50 S.D. = .57 N = 208

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .09	.11	-.07	-.12
73	- .10	.13	-.07	.01
72	.11	.14	.06	.11
71	- .03	.17	-.01	.05
GPA	.66	.14	.37	.34
Female	- .17	.10	-.14	-.21
GRE - Quantitative	- .01	.01	-.46	-.12
Educational Foundations	- .90	.41	-.21	-.06
Elementary Education	- .46	.32	-.33	-.16
MAT	.005	.003	.11	.21
Undeclared	- .54	.35	-.19	-.10
Leadership Planning	- .46	.33	-.30	.11
Physical Education	- .46	.34	-.22	-.11
Hours Attempted	.002	.001	.11	.18
Special Education	.24	.48	.04	.09
Reading Specialist	- .45	.39	-.12	-.03
Early Childhood Education	- .34	.34	-.16	-.13
Biological Sciences	.23	.61	.03	.06
Missing Data -- Age	.41	.35	.11	.03
Veteran	.13	.13	.09	-.06
Minority	- .06	.11	-.05	-.25
Secondary Education	- .23	.32	-.14	.16
Missing Data -- GRE - Verbal	1.40	2.14	.34	-.06
Education Administration	- .17	.33	-.09	.09
History	.28	.62	.05	.09
Counseling & Psychological Services	- .16	.38	-.05	.05
GMAT - Verbal	.06	.16	-.03	.06
Business Education	- .10	.43	-.02	.03
Music Education	- .08	.49	-.02	-.03
English	2.32	4.61	.28	-.06
GRE - Verbal	.002	.005	.08	-.07
Age	.0009	.006	.01	.01
Constant	6.02			

$R^2 = .31$

R^2 (Adjusted) = .19

Standard Error of Estimate = .52

HEGIS Code: 0821

The adjusted R^2 was .33. Highlights may be summarized as follows:

* Grade Trends through Time:
  No consistent trend is evident for this course. Grades rise and fall from year to year, with an eventual decline of .14 of a letter grade.

* No major received higher grades on the average.

* Majors Receiving Lower Grades on the Average (Negative Estimators): Early Childhood Education (-.61), Elementary Education (-.33), Counseling & Psychological Services (-.30), and Undeclared (-.30).

* GRE - Quantitative (.02) had a positive impact, so that students with high scores on the quantitative section of the GRE received higher grades in SPE 632.

TABLE 43

Regressand: Course Grades in Educational Foundations 604 - History of American Education

Sample Mean = 3.49 S.D. = .63 N = 281

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	- .42	.39	-.31	-.002
	74	- .39	.39	-.28	-.003
	73	- .19	.38	-.12	.06
	72	- .41	.39	-.17	-.06
	71	- .28	.40	-.11	-.03
GPA		1.15	.11	.59	.55
Elementary Education		- .33	.11	-.20	-.15
Early Childhood Education		- .61	.26	-.13	-.10
Counseling & Psychological Services		- .30	.15	-.11	-.02
Library Media		- .63	.32	-.10	-.08
Missing Data -- GRE - Verbal		-2.22	1.55	-.46	-.06
Undeclared		- .30	.15	-.11	-.08
Veteran		- .08	.07	-.08	-.13
Psychology		- .61	.54	-.06	-.05
Minority		.10	.11	.05	-.09
Management		.34	.38	.04	.001
Hours Attempted		- .001	.001	-.08	.10
Secondary Education		- .10	.11	-.06	-.07
GRE - Quantitative		.02	.01	.43	-.02
Political Science		-3.00	2.58	-.28	.05
English		.44	.66	.04	.05
Age		.003	.005	.03	.06
Female		.03	.08	.03	-.12
MAT		.001	.004	.01	.13
Missing Data -- MAT		.03	.08	.02	.15
Art Education		.22	.68	.02	.15
History		- .15	.53	-.01	-.05
Music Education		- .09	.31	-.01	-.02
Business Education		.10	.54	.009	-.05
Reading Specialist		.03	.25	.007	-.02
Leadership Planning		- .01	.11	-.008	.17
Special Education		- .02	.22	-.006	.002
Constant		-7.18			

R^2 = .41

R^2 (Adjusted) = .33

Standard Error of Estimate = .52

HEGIS Code: 0821

EDUCATIONAL FOUNDATIONS 609

The adjusted R^2 was .27. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Only two years of data are available, so no trend in grades can be interpreted for FED 609.
- * No major received unusually higher grades than the average.
- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Music Education (-1.10).

TABLE 44

Regressand: Course Grades in Educational Foundations 609 - Introduction to Behavior Modification

Sample Mean = 3.74   S.D. = .48   N = 190

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .02	.08	-.02	.06
73	- .03	.09	-.03	-.001
GPA	.93	.13	.54	.52
Music Education	-1.10	.41	-.46	-.16
Mathematics	-1.40	.74	-.21	-.26
English	.49	.46	.10	.05
Leadership Planning	- .66	.40	-.39	-.06
Education Administration	- .37	.43	-.12	.09
Veteran	- .14	.08	-.18	-.04
Missing Data -- Age	- .27	.20	-.13	.09
Hours Attempted	- .001	.001	-.07	.01
Missing Data -- MAT	- .06	.07	-.05	-.03
Secondary Education	- .52	.39	-.39	-.01
GRE -- Quantitative	- .002	.003	-.08	-.05
Reading Specialist	- .75	.48	-.16	-.05
Early Childhood Education	- .72	.49	-.15	-.05
GRE - Verbal	- .002	.002	-.09	.15
Undeclared	- .65	.42	-.25	-.01
Elementary Education	- .61	.39	-.54	.07
Counseling & Psychological Services	- .59	.40	-.38	.01
Special Education	- .58	.40	-.39	.02
Educational Foundations	- .56	.40	-.36	.08
Physical Education	- .67	.58	-.10	-.11
Business Education	- .56	.46	-.14	-.02
Missing Data -- GRE - Verbal	.47	.43	.17	.09
Library Media	- .42	.57	-.06	.04
Age	- .003	.005	-.05	.02
Female	.02	.08	.02	.07
Minority	- .01	.10	-.008	-.14
Constant	3.38			

R^2 = .38

R^2 (Adjusted) = .27

Standard Error of Estimate = .41

HEGIS Code: 0821

EDUCATIONAL FOUNDATION 615

The adjusted R^2 was .41. Highlights may be summarized as follows:

* Grade Trends through Time:
  No trend in grades is evidenced for the three years of estimators available.

* No major field received higher grades on the average (positive estimators greater than twice the standard error).

* Majors Receiving Lower Grades on the Average (Negative Estimators):
  Political Science (-.83), Elementary Education (-.21), and Business Education (-.19).

* Minority (-.13) and Missing Data -- Age (-.20) had negative impacts. Those whose ages were missing from their student records and minorities received lower grades when other characteristics had been controlled for.

TABLE 45

Regressand: Course Grades in Educational Foundations 615 - Educational Psychology

Sample Mean = 3.62 S.D. = .61 N = 635

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.34	.12	.27	-.03
74	.44	.12	.34	.21
73	.07	.12	.05	-.15
GPA	1.02	.07	.51	.56
Elementary Education	- .21	.06	-.15	-.19
Minority	- .13	.05	-.09	-.32
Missing Data -- Age	- .20	.10	-.10	-.22
Political Science	- .83	.34	-.08	-.10
Business Education	- .19	.08	-.09	-.02
MAT	- .005	.002	-.08	.09
Library Media	- .22	.12	-.06	.04
Music Education	- .43	.31	-.05	-.07
Biological Sciences	- .40	.26	-.05	-.02
Physical Sciences	- .18	.13	-.04	-.09
Art Education	- .62	.48	-.04	-.04
English	- .23	.20	-.04	-.00004
Hours Attempted	- .001	.001	-.04	-.006
Early Childhood Education	- .11	.12	-.03	.03
Undeclared	- .09	.10	-.03	.001
Missing Data -- GRE - Quantitative	- .07	.15	-.02	-.006
Education Administration	- .05	.08	-.02	.007
Female	- .03	.05	-.02	-.02
Special Education	.09	.15	.02	.04
GRE - Quantitative	.0008	.001	.02	.08
Psychology	.16	.35	.01	.03
Reading Specialist	.06	.14	.01	.09
Leadership Planning	.02	.09	.01	.10
Age	- .0009	.003	-.01	.01
History	.04	.20	.007	.007
Veteran	- .009	.05	-.01	.15
Counseling & Psychological Services	- .01	.09	-.005	.04
Missing Data -- GMAT - Total	- .11	.67	-.007	-.02
Management	- .05	.48	-.005	-.01
Constant	- .06			

R^2 = .44

R^2 (Adjusted) .41

Standard Error of Estimate = .47

HEGIS Code: 0821

EDUCATIONAL FOUNDATIONS 617

The adjusted R^2 was .36. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Only one year of information on grades in FED 617 is available, so no trend is derived.
- * No major recorded higher grades on the average in FED 617.
- * Majors Receiving Lower Grades on the Average (Negative Estimators): Music Education (-2.38), Physical Education (-.53), Elementary Education (-.21), and Leadership Planning (-.18).
- * GRE - Quantitative (-.02) had a negative impact.

TABLE 46

Regressand: Course Grades in Educational Foundations 617 -
Fundamentals of Learning and Cognition

Sample Mean = 3.70 S.D. = .49 N = 416

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.08	.04	.08	.12
GPA	.90	.09	.47	.54
Music Education	-2.38	.63	-.24	-.17
Elementary Education	- .21	.07	-.17	-.21
Physical Education	- .53	.20	-.10	-.14
Leadership Planning	- .18	.09	-.10	-.02
Missing Data -- MAT	.08	.05	.07	.14
Special Education	- .11	.08	-.07	.02
Age	- .005	.003	-.07	-.13
Early Childhood Education	- .28	.19	-.06	-.07
Reading Specialist	- .17	.17	-.04	-.007
GRE - Quantitative	- .02	.01	-.13	.07
English	.41	.28	.07	-.005
MAT	.003	.002	.05	.14
Educational Administration	.10	.10	.05	.06
Educational Foundations	- .08	.11	-.03	.05
Library Media	.33	.40	.03	.03
Missing Data -- Age	.03	.10	.02	.10
Management	- .23	.29	-.03	-.10
History	.32	.40	.03	.03
Hours Attempted	.0008	.001	.03	.07
Female	.04	.05	.04	-.03
Veteran	- .02	.05	-.03	-.11
Business Education	.13	.29	.02	.04
Counseling & Psychological Services	.02	.06	.02	.21
Minority	- .02	.06	-.02	-.17
Constant	12.43			

$R^2 = .40$

$R^2 = .36$

Standard Error of Estimate = .39

HEGIS Code: 0821

EDUCATIONAL FOUNDATIONS 620

The adjusted R^2 was .28. Highlights may be summarized as follows:

- Grade Trends through Time:
  Only one year of information is available, so no change in grades for FED 620 can be constructed.

- No major field recorded higher or lower grades on the average, when all other factors had been taken into consideration.

- MAT (-.006) and Hours Attempted (-.002) had negative impacts. Thus, students with high scores on the Miller's Analogy Test and who took more quarter hours the quarter they took FED 620 recorded lower grades in this course.

TABLE 47

Regressand: Course Grades in Educational Foundations 620 - Developmental Psychology

Sample Mean = 3.68 S.D. = .55 N = 297

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.09	.06	.08	.09
GPA	.87	.11	.48	.49
Educational Administration	.42	.48	.20	-.22
Special Education	.41	.48	.15	-.15
Early Childhood Education	.42	.49	.15	-.10
MAT	- .006	.003	-.10	.01
Hours Attempted	- .002	.001	-.06	-.03
Minority	.11	.09	-.07	-.23
Age	.005	.004	.07	.06
Secondary Education	.81	.47	.57	.03
Reading Specialist	.94	.51	.22	.07
Political Science	1.39	.78	.15	.03
Physical Education	.78	.47	.42	.004
Undeclared	.84	.49	.29	.05
Missing Data -- MAT	- .05	.06	-.05	-.08
GRE - Quantitative	- .001	.001	-.05	-.05
Veteran	- .10	.08	-.08	.02
Missing Data -- Age	- .19	.19	-.07	-.04
Elementary Education	.71	.47	.58	.10
Counseling & Psychological Services	.73	.48	.30	.06
Female	.05	.08	.04	.17
History	.51	.57	.08	-.03
Leadership Planning	.60	.49	.21	-.02
Music Education	.77	.55	.14	-.003
English	.78	.53	.22	.009
Missing Data -- GRE - Verbal	.16	.36	.05	-.02
Educational Foundations	.70	.51	.16	.03
Business Education	.69	.50	.18	.04
Library Media	.66	.49	.25	.07
Biology	.74	.68	.11	-.03
Art Education	.53	.67	.06	.03
Constant	.63			

R^2 = .35

R^2 (Adjusted) = .28

Standard Error of Estimate = .46

HEGIS Code: 0821

EDUCATIONAL FOUNDATIONS 626

The adjusted R^2 was .33. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades fluctuated from year to year in FED 626, and the net effect was a decline of .12 of a letter grade.

- No major received higher grades in this course than was average for majors.

- Majors Receiving Lower Grades on the Average (Negative Estimators): Management (-1.75), Undeclared (-.71), Early Childhood Education (-.62), and Special Education (-.61).

- Missing Data -- GRE - Verbal (.93) and Minority (.24) had positive impacts. Minorities and students missing data on the verbal section of the GRE received better grades on the average.

- Missing Data -- MAT (-.25) and Female (-.24) had negative impacts. Thus, females and students missing data on their student records concerning the Miller's Analogy Test received lower grades.

TABLE 48

Regressand: Course Grades in Educational Foundations 626 - Sociology of Culturally Different Children

Sample Mean = 3.52 S.D. = .54 N = 191

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .06	.09	-.05	-.07
73	.01	.11	.01	-.002
72	- .08	.19	-.03	.01
71	.06	.16	.03	.04
GPA	1.00	.13	.55	.45
Missing Data -- MAT	- .25	.08	-.21	-.15
Management	-1.75	.54	-.23	-.20
Female	- .24	.09	-.20	-.08
Counseling & Psychological Services	- .18	.30	-.08	.19
Minority	.24	.09	.20	-.03
Veteran	.11	.09	.12	.17
Undeclared	- .71	.31	-.26	-.15
English	1.22	.66	.16	.06
Human Resources	.20	.55	.03	.06
Secondary Education	- .36	.28	-.24	.05
Age	.004	.005	.06	.09
Special Education	- .61	.29	-.29	-.07
Early Childhood Education	- .62	.30	-.28	.05
Elementary Education	- .50	.27	-.43	-.05
Business Education	- .67	.36	-.18	-.006
Leadership Planning	- .55	.31	-.28	-.08
Missing Data -- GRE - Verbal	.93	.46	.25	.07
GRE - Verbal	- .002	.003	-.07	.09
Reading Specialist	- .44	.33	-.14	-.008
Missing Data -- Age	- .15	.20	-.07	-.14
Physical Education	- .34	.33	-.10	-.04
Educational Administration	- .31	.33	-.10	.05
Library Media	- .39	.43	-.07	.09
GRE - Quantitative	- .002	.004	-.08	.09
Art	- .32	.54	-.04	.06
Hours Attempted	.0007	.001	.03	.19
Music Education	- .19	.37	-.06	-.04
Educational Foundations	- .16	.42	-.03	-.004
MAT	- .0007	.004	-.01	-.004
Constant	1.80			

R^2 = .45

R^2 (Adjusted) = .33

Standard Error of Estimate = .44

HEGIS Code: 0821

EDUCATIONAL FOUNDATIONS 631

The adjusted R^2 was .35. Highlights may be summarized as follows:

* Grade Trends through Time:
No consistent trend is observable for the study period. Grades rose and declined from year to year, but changed a net total of -.01 of a letter grade between 1971 and 1975.

* No major field, when all other variables have been controlled for, deviated in the grades received for this course.

* Missing Data -- GRE - Verbal (-.55) and GRE - Verbal (-.002) had negative impacts. On the average, then, those who did well on the verbal section of the GRE and those for which no GRE verbal data exist did more poorly in FED 631.

TABLE 49

Regressand: Course Grades in Educational Foundations 631 - Adolescent Psychology

Sample Mean = 3.66 S.D. = .52 N = 469

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .11	.07	-.11	.03
74	- .06	.06	-.06	.01
72	- .85	.19	-.18	-.21
71	- .10	.13	-.03	.02
GPA	1.08	.09	.52	.52
Business Education	- .71	.39	-.09	-.14
Elementary Education	.05	.26	.03	-.11
Physical Education	- .05	.27	-.02	-.14
Missing Data -- Age	.10	.09	.06	.14
Missing Data -- GRE - Verbal	- .55	.18	-.18	-.07
Library Media	.02	.27	.008	-.03
Leadership Planning	.53	.27	.22	.13
Counseling & Psychological Services	.34	.25	.31	.13
Hours Attempted	- .001	.0009	-.07	.04
Biology	- .40	.50	-.03	-.06
History	- .01	.31	-.002	-.07
GRE - Verbal	- .002	.001	-.09	.001
Music Education	.04	.27	.01	-.05
Minority	.06	.06	.04	-.05
Undeclared	.21	.26	.09	-.07
Missing Data -- MAT	- .03	.05	-.02	.04
GRE - Quantitative	.001	.001	.05	.04
Educational Foundations	.24	.26	.10	.05
Mathematics	.14	.39	.02	-.02
Age	- .002	.003	-.02	-.06
Special Education	.36	.28	.09	.03
Early Childhood Education	.48	.50	.04	.03
MAT	.0008	.003	.01	.11
Veteran	- .03	.05	-.03	-.11
Female	.03	.05	.02	-.05
Economics	.31	.56	.03	.03
Management	.17	.50	.02	-.06
Art Education	.05	.54	.005	.03
Reading Specialist	.31	.27	.11	.003
English	.29	.26	.09	-.05
Secondary Education	.29	.25	.21	.01
Educational Administration	.31	.26	.12	.02
Psychology	.30	.39	.04	-.02
Criminal Justice	.32	.50	.03	-.06
Political Science	.18	.40	.02	-.02
Constant	.84			

R^2 = .41

R^2 (Adjusted) = .35

Standard Error of Estimate = .42

HEGIS Code: 0821

The adjusted R^2 was .16. Highlights may be summarized as follows:

* Grade Trends through Time:
  No trend in the data is determined, since only three years of estimators are provided.

* No major recorded higher average grades in FED 632 when other characteristics had been controlled for.

* Majors Receiving Lower Grades on the Average (Negative Estimators):
  Biology (-.97) and Finance (-.90).

* Minority (.12) and Hours Attempted (.001) had positive impacts. Students who took more quarter hours of classwork the quarter they took FED 632 and minority students received higher grades on the average.

TABLE 50

Regressand: Course Grades in Educational Foundations 632 -
Psychology of Classroom Interaction

Sample Mean - 3.91   S.D. - .29   N - 324

Regressor	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.10	.07	.16	.14
74	- .04	.07	-.07	-.24
73	.05	.07	.08	.08
GPA	.37	.07	.31	.29
Finance	- .90	.31	-.17	-.17
Biology	- .97	.30	-.18	-.17
Hours Attempted	.001	.0006	.12	.13
Veteran	.05	.03	.09	.10
Minority	.12	.05	.15	-.02
Educational Foundations	- .28	.16	-.18	-.05
Female	- .05	.04	-.08	.03
Undeclared	- .21	.15	-.16	-.07
Reading Specialist	- .31	.19	-.12	-.06
Missing Data--Age	- .08	.08	-.07	-.04
Early Childhood Education	- .19	.16	-.11	-.07
Counseling & Psychological Services	- .06	.15	-.05	.07
Physical Education	.02	.21	.006	.03
Missing Data--MAT	.03	.04	.04	.07
Educational Administration	- .07	.16	-.05	.06
GRE--Quantitative	- .0006	.001	-.03	.01
Missing Data--GRE--Verbal	- .16	.23	-.07	-.04
History	- .22	.20	-.08	-.06
Music Education	- .17	.16	-.10	-.01
MAT	- .0009	.002	-.03	.06
Secondary Education	- .13	.14	-.17	-.05
Special Education	- .14	.16	-.09	-.004
English	- .01	.30	-.002	.02
GRE--Verbal	- .005	.002	-.03	.02
Leadership Planning	- .13	.14	-.14	.11
Psychology	- .16	.23	-.07	.04
Elementary Education	- .11	.14	-.18	.04
Business Education	- .12	.17	-.06	-.02
Political Science	- .23	.47	-.04	.02
Age	.0004	.002	.009	.01
Constant	3.29			

R^2 = .25

R^2 (Adjusted) = .16

Standard Error of Estimate - .27

HEGIS Code: 0821

The adjusted R^2 was .31. Highlights may be summarized as follows:

- Grade Trends through Time:
  There was significant grade inflation in FED 709 during the study period. Average grades increased sharply by .42 of a letter grade in one year between 1971 (-.71) and 1972 (-.29). The trend slowed but continued through 1975 (-.17) for a total grade change of half a letter grade.

- There was little difference in grades received by different majors.

- MAT (.007) had a positive impact, which implies that students with higher grades on the Miller's Analogy Test received slightly higher grades in FED 709.

TABLE 51

Regressand: Course Grades in Educational Foundations 709 - Philosophy of Education

Sample Mean = 3.54 S.D. = .57 N = 465

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .17	.42	-.14	-.007
74	- .17	.42	-.13	.006
73	- .21	.42	-.16	-.03
72	- .29	.43	-.13	.003
71	- .71	.43	-.08	.05
GPA	.86	.08	.46	.50
Elementary Education	- .03	.31	-.02	-.23
MAT	.007	.003	.11	.21
Reading Specialist	- .34	.39	-.05	-.09
Business Education	.02	.32	.006	-.09
Music Education	- .37	.42	-.05	-.07
Hours Attempted	.0008	.0009	.04	.21
English	.40	.40	.06	.03
Biology	.99	.57	.08	.04
Accounting	-1.75	2.45	-.14	.04
Library Media	.84	.57	.07	.04
Art Education	- .39	.69	-.03	-.04
GMAT - Quantitative	-1.04	.67	-1.18	-.06
GMAT - Total	.15	.10	1.65	-.03
History	.93	.58	.07	.04
GMAT - Verbal	- .85	.78	-.59	.02
Missing Data -- Age	- .07	.13	-.04	-.13
Secondary Education	.31	.31	.19	.03
Minority	.08	.06	.06	-.22
Female	- .07	.05	-.06	-.09
Educational Foundations	.35	.33	.12	.13
Veteran	.05	.06	.06	.10
Missing Data -- MAT	.06	.06	.04	.02
Leadership Planning	.26	.31	.19	.21
Economics	- .20	.57	-.02	-.04
Political Science	- .17	.57	-.01	-.04
Age	.002	.003	.03	.01
Counseling & Psychological Services	.27	.32	.10	.08
Missing Data -- GMAT - Verbal	- .81	.98	-.16	-.02
Missing Data -- GRE - Verbal	- .26	.41	-.05	.007
GRE - Verbal	.002	.003	.04	.06
Management	- .03	.57	-.006	-.007
Early Childhood Education	.10	.36	.02	-.04
GRE - Quantitative	- .001	.003	-.02	-.04
Physical Education	.24	.34	.07	-.04
Educational Administration	.20	.31	.12	-.02
Undeclared	.20	.32	.09	-.02
Special Education	.17	.32	.06	-.02
Constant	-19.40			

R^2 = .37

R^2 (Adjusted) = .31

Standard Error of Estimate = .47

HEGIS Code: 0821

EDUCATIONAL FOUNDATIONS 710

The adjusted R^2 was .24. Highlights may be summarized as follows:

* Grade Trends through Time:
  In the three years for which information was available, grades declined from 1972 (-.17) to 1975 (-.27). The total decline, then, was -.10 of a letter grade.

* No major field recorded markedly higher or lower grades in FED 710 when other factors had been controlled for.

TABLE 52

Regressand: Course Grades in Educational Foundations 710 - Sociology of Education

Sample Mean = 3.65 S.D. = .59 N = 223

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .27	.11	-.22	-.13
74	- .22	.12	-.17	.03
72	- .17	.18	-.07	.08
GPA	.77	.14	.37	.45
Elementary Education	.31	.53	.18	-.23
Special Education	.28	.54	.11	-.09
Veteran	- .05	.08	-.05	-.20
Political Science	- .27	.75	-.03	-.07
Undeclared	.70	.53	.36	.13
Minority	- .10	.09	-.07	-.16
Secondary Education	.48	.53	.23	-.04
Missing Data -- Age	.15	.15	.07	.14
Female	- .10	.09	-.08	-.17
Reading Specialist	.82	.57	.20	.04
Physical Education	.89	.64	.14	.05
Missing Data -- MAT	.09	.09	.06	.18
Educational Foundations	.66	.54	.29	.13
Leadership Planning	.59	.53	.34	.10
Early Childhood Education	.81	.74	.09	.04
GMAT - Verbal	- .19	.18	-.08	-.04
MAT	- .002	.005	-.02	.14
Business Education	.46	.55	.15	-.07
Educational Administration	.54	.53	.35	-.02
Counseling & Psychological Services	.54	.53	.30	.06
Constant	6.74			

$R^2 = .32$

R^2 (Adjusted) = .24

Standard Error of Estimate = .52

HEGIS Code: 0821

EDUCATIONAL FOUNDATIONS 753

The adjusted R^2 was .30. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades increased to a peak in 1973 (.25) from a low in 1971 (.08), but then declined to 1975 (.14).

- * No major received higher grades in this course.

- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Elementary Education (-.17)

TABLE 53

Regressand: Course Grades in Educational Foundations 753 -
Educational Measurement

Sample Mean = 3.51 S.D. = .60 N = 382

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.14	.24	.09	.05
74	.16	.24	.11	.009
73	.25	.24	.19	.07
72	.13	.24	.08	-.08
71	.08	.24	.04	-.07
GPA	1.13	.10	.60	.53
Elementary Education	- .17	.07	-.12	-.12
Sociology	.63	.32	.09	-.07
Missing Data -- MAT	.13	.07	.09	.08
Missing Data -- GRE - Verbal	.28	.67	.05	-.08
Missing Data -- GMAT - Total	- .35	.51	-.06	-.04
Minority	.11	.08	.07	-.13
Educational Administration	.15	.13	.05	.08
Age	- .004	.004	-.05	-.09
English	.06	.51	.007	.06
Art	- .44	.51	-.04	-.04
Business Education	.27	.30	.04	.02
Educational Foundations	.07	.16	.03	.07
Physical Education	.14	.30	.02	.02
GRE - Verbal	- .01	.01	-.14	0.000
GRE - Quantitative	.008	.006	.17	.06
Psychology	- .27	.51	-.03	-.001
Information Systems	- .27	.73	-.02	.04
Secondary Education	- .04	.09	-.02	-.06
Female	- .05	.07	-.04	.01
Veteran	.04	.07	.03	-.02
Undeclared	- .05	.11	-.02	-.04
MAT	.001	.003	.02	.04
Biology	.25	.75	.02	.04
Mathematics	.13	.51	.01	.04
Reading Specialist	.04	.16	.01	.06
Accounting	.11	.63	.01	-.001
Hours Attempted	.0002	.0009	.009	.08
Missing Data -- Age	.01	.13	.006	.02
Constant	3.72			

R^2 = .36

R^2 (Adjusted) = .30

Standard Error of Estimate = .50

HEGIS Code: 0821

The adjusted R^2 was .34. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Average grades remained stable the first three years of the analysis--1971 (-.17), 1972 (-.17), and 1973 (-.17), then dipped in 1974 (-.22) and 1975 (-.23).

- * Majors Receiving Lower Grades on the Average (Negative Estimators): Library Media (-.43), Early Childhood Education (-.38), and Elementary Education (-.33).

- * Minority (-.10) and Age (-.004) had negative impacts, while MAT (.003) was positive. Older students, minorities, and those with lower scores on the MAT had lower average grades.

TABLE 54

Regressand: Course Grades in Educational Foundations 790 - Methods of Research in Education

Sample Mean = 3.57   S.D. = .56   N = 2759

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .23	.16	-.21	-.04
74	- .22	.16	-.19	-.004
73	- .17	.16	-.10	.04
72	- .17	.17	-.07	.03
71	- .17	.17	-.05	.002
GPA	.98	.03	.50	.54
Counseling & Psychological Services	- .11	.12	-.07	.13
Minority	- .10	.02	-.07	-.30
Elementary Education	- .33	.12	-.24	-.11
Early Childhood Education	- .38	.13	-.16	-.08
Library Medic	- .43	.14	-.11	-.03
Age	- .004	.001	-.06	-.07
MAT	.003	.001	.04	.18
Missing Data -- Age	- .07	.05	-.03	-.09
Criminal Justice	.60	.35	.03	.02
Missing Data -- GMAT - Total	- .09	.50	-.007	-.03
Secondary Education	- .16	.12	-.09	.009
Sociology	- .80	.50	-.03	-.02
Art	- .91	.47	-.03	-.02
Mathematics	- .02	.18	-.003	.03
Finance	.45	.48	.01	.01
Biology	.18	.26	.01	.01
English	- [illegible]	.16	-.004	.007
GRE - Verbal	- .0007	.0008	-.01	-.003
Insurance & Risk	.76	.95	.02	.01
Veteran	.02	.02	.02	.09
Accounting	.28	.42	.02	.02
GMAT - Total	- .01	.05	-.05	.004
History	- .31	.19	-.03	-.03
Leadership Planning	- .18	.13	-.08	.06
Hours Attempted	- .0004	.0004	-.02	.09
GRE - Quantitative	.0007	.0008	.01	.03
Music Education	.01	.36	.004	-.004
Missing Data -- GRE - Quantitative	.15	.11	.03	-.003
Undeclared	- .25	.13	-.09	-.02
Psychology	- .08	.21	-.007	.02
Reading Specialist	- .25	.13	-.07	-.0006
Management	- .05	.42	-.003	.01
Missing Data -- MAT	.008	.02	.007	-.005
Physical Education	- .24	.13	-.07	-.04
Educational Foundations	- .25	.14	-.05	.01
Marketing	- .36	.47	-.01	-.02
Educational Administration	- .23	.13	-.09	-.04
Special Education	- .22	.12	-.12	.05
Business Education	- .23	.13	-.08	-.02
Political Science	- .19	.22	-.01	-.006
GMAT - Quantitative	.06	.32	.03	-.02
GMAT - Verbal	.06	.39	.03	.02
Constant	2.83			

R^2 = .35

R^2 = .34

Standard Error of Estimate = .46

164

HEGIS Code: 0821

The adjusted R^2 was .25. Highlights may be summarized as follows:

* Grade Trends through Time:
There was grade deflation in FED 853 during the study period. The estimator for each year is lower than the year before, except for 1975 (-.55) when the change was .01 of an increase.

* There was little difference in the grades received by the various majors.

TABLE 55

Regressand: Course Grades in Educational Foundations 853 -
Educational Statistics I

Sample Mean = 3.49 S.D. = .68 N = 373

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .55	.60	-.39	-.03
74	- .56	.60	-.38	-.11
73	- .48	.60	-.26	-.002
72	- .19	.61	-.08	.16
71	- .05	.62	-.01	.11
GPA	1.30	.16	.39	.45
Educational Foundations	.32	.18	.11	.13
Minority	- .19	.09	-.10	-.19
Missing Data -- Age	.20	.22	.05	.12
Psychology	.90	.62	.07	.04
Secondary Education	.12	.18	.04	.01
Age	- .007	.005	-.08	-.20
Elementary Education	.37	.44	.04	.05
Early Childhood Education	- .70	.61	-.05	-.04
Missing Data -- MAT	.09	.08	.06	.09
Female	.07	.07	.05	-.003
Educational Administration	.09	.19	.03	.04
MAT	.003	.004	.04	.09
Veteran	- .05	.08	-.04	-.06
Undeclared	.08	.25	.02	.03
Counseling & Psychological Services	- .06	.13	-.03	-.03
Missing Data -- GRE - Quantitative	.21	.62	.02	-.04
Leadership Planning	- .03	.12	-.02	-.09
Hours Attempted	- .0002	.0009	-.01	.02
Reading Specialist	.13	.61	.01	.04
Business Education	- .06	.37	-.007	-.06
Constant	-1.00			

R^2 = .30

R^2 (Adjusted) = .25

Standard Error of Estimate = .59

HEGIS Code: 0821

The adjusted R^2 was .27. Highlights may be summarized as follows:

- Grade Trends through Time:
  There was a steady deflation in the grading pattern for FED 854. Comparing the 1971 estimator (.48) with that of 1975 (.11), the decline was .37 of a letter grade during the study period.

- There was no noticeable difference in grades among the various majors. The estimators for major fields were never more than twice the standard errors.

TABLE 56

Regressand: Course Grades in Educational Foundations 854 -
Educational Statistics II

Sample Mean = 3.67 S.D. = .56 N = 199

Regressor	Estimator	Standard Error of Estimator	B	Simple r
Course Year: 75	.11	.12	.10	-.14
74	.20	.12	.16	.03
73	.35	.13	.23	.19
71	.48	.25	.13	.09
GPA	1.08	.19	.40	.47
Female	- .14	.08	-.13	-.13
Minority	- .28	.11	-.19	-.31
Educational Administration	.17	.40	.05	.10
MAT	- .01	.006	-.15	-.03
Missing Data -- MAT	- .16	.11	-.11	.07
Hours Attempted	- .001	.0009	-.07	-.04
Missing Data -- Age	.29	.26	.10	.03
Educational Foundations	- .09	.37	-.04	.06
Veteran	.07	.10	.07	-.02
Special Education	- .25	.36	-.13	-.08
GMAT -- Verbal	- .006	.05	-.01	-.04
Secondary Education	- .27	.40	-.08	-.11
Leadership Planning	- .20	.35	-.18	-.11
Counseling & Psychological Services	- .15	.35	-.12	.11
Undeclared	- .06	.50	-.01	.06
Constant	.59			

R^2 = .34

R^2 (Adjusted) = .27

Standard Error of Estimate = .48

HEGIS Code: 0821

The adjusted R^2 was .50. Highlights may be summarized as follows:

* Grade Trends through Time:
  Average grades increased to 1972 (.27), then declined to 1975 (-.19). The total grade change for the study period was one third of a letter grade.

* Majors Receiving Lower Grades on the Average (Negative Estimators): Educational Foundations (-.83) and Music Education (-.71).

* MAT (.009) had a positive impact, so students with higher scores on the MAT had higher grades in FED 636.

TABLE 57

Regressand: Course Grades in Educational Foundations 636 -
Psychology of the Inner-City Child

Sample Mean = 3.40 S.D. = .63 N = 175

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .19	.10	-.13	-.26
73	.15	.10	.09	.07
72	.27	.15	.13	.23
71	.13	.20	.04	.10
GPA	.99	.14	.51	.63
Educational Foundations	- .83	.31	-.17	-.22
Music Education	- .71	.37	-.12	-.24
GRE - Verbal	.02	.04	.31	.06
MAT	.009	.004	.13	.27
Reading Specialist	.40	.25	.10	.16
Counseling & Psychological Services	.27	.22	.09	.14
Undeclared	.23	.23	.07	.05
Secondary Education	.05	.17	.03	-.05
History	.30	.35	.06	.05
Missing Data -- MAT	- .08	.09	-.06	.04
Female	.01	.10	.009	.15
Library Media	- .24	.26	-.06	0.0000
Hours Attempted	.001	.002	.05	.29
Missing Data -- Age	.21	.20	.08	-.01
Veteran	.09	.09	.08	.20
Art	1.40	3.78	.17	-.05
Business Education	- .17	.29	-.04	-.10
Educational Administration	- .15	.28	-.04	-.05
Physical Education	- .20	.37	-.03	-.07
Human Resources	- .27	.55	-.03	.07
Elementary Education	- .07	.17	-.05	-.06
Leadership Planning	- .06	.21	-.03	.11
Minority	- .02	.09	-.01	-.33
Special Education	- .03	.18	-.02	0.00
Missing Data -- GMAT - Quantitative	- .07	.49	-.009	-.07
Age	- .0006	.006	-.006	-.06
Constant	-14.96			

R^2 = .58

R^2 (Adjusted) = .50

Standard Error of Estimate = .45

HEGIS Code: 0822

EDUCATIONAL FOUNDATIONS 745

The adjusted R^2 was .31. Highlights may be summarized as follows:

- * Grade Trends through Time:
  With the exception of a dip in 1973 (.13), grades increased from 1971 (-.08) to 1975 (.41) for an overall change of half a letter grade.
- * No major received higher average grades when other variables had been controlled for.
- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Library Media (-1.22). Library Media majors received an average of one and a quarter letter grades lower than average.

TABLE 58

Regressand: Course Grades in Educational Foundations 745 - Methods of Child Study

Sample Mean = 3.78   S.D. = .42   N = 201

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.41	.21	.44	.14
74	.34	.21	.34	.20
73	.13	.21	.14	-.16
72	.29	.21	.21	-.04
71	- .08	.20	-.05	-.19
GPA	.77	.12	.50	.47
Library Media	-1.22	.51	-.20	-.13
Special Education	- .44	.38	-.28	-.07
Elementary Education	- .34	.36	-.37	.02
Physical Education	- .54	.42	-.15	-.13
Hours Attempted	- .001	.001	-.13	-.17
Leadership Planning	- .13	.37	-.12	-.03
Reading Specialist	- .40	.39	-.16	.02
Undeclared	- .44	.40	-.14	-.007
Early Childhood Education	- .34	.38	-.19	-.06
MAT	- .004	.003	-.08	.05
Counseling & Psychological Services	- .24	.37	-.22	.07
Missing Data -- GRE - Verbal	.19	.41	.03	-.04
Minority	- .08	.10	-.07	-.16
Missing Data -- Age	.13	.14	.07	-.04
English	.14	.52	.02	.04
Age	.003	.004	.04	-.03
Female	- .05	.07	-.05	.10
Art	.05	.52	.008	.04
Missing Data -- GMAT - Quantitative	.05	.51	.009	-.04
Veteran	.03	.07	.02	.12
Educational Foundations	- .21	.40	-.08	.09
Psychology	- .21	.42	-.07	-.007
Missing Data -- MAT	- .01	.06	-.01	-.09
Secondary Education	- .17	.39	-.08	-.05
Educational Administration	- .16	.39	-.06	.09
Business Education	- .21	.52	-.03	.04
Constant	.91			

R^2 = .41

R^2 (Adjusted) = .31

Standard Error of Estimate = .35

HEGIS Code: 0824

The adjusted R^2 was .28. Highlights may be summarized as follows:

* Grade Trends through Time:
The trend in grades for this course was essentially positive, although there were slight dips in 1972 and 1975. The total grade change was more than one-fourth of a letter grade.

* No major field received higher grades on the average.

* Majors Receiving Lower Grades on the Average (Negative Estimators): Library Media (-.63) and Educational Administration (-.42). Students majoring in EAS received an average of half a letter grade lower in this EAS course than students not majoring in EAS.

* Hours Attempted (.002) had a positive impact. Students taking more hours of course work the quarter they took EAS 747 received higher grades when all other variables had been controlled for.

TABLE 59

Regressand: Course Grades in Educational Administration 747 -
Supervision of Student Teaching

Sample Mean = 3.86 S.D. = .36 N = 156

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.05	.31	.06	.06
74	.07	.32	.06	.12
73	.02	.31	.02	.22
72	- .26	.31	-.30	-.30
71	- .23	.32	-.18	-.14
GPA	.61	.12	.44	.39
Library Media	- .63	.31	-.14	-.19
Hours Attempted	.002	.001	.17	-.03
Educational Administration	- .42	.18	-.18	-.16
Female	- .09	.09	-.08	.02
Business Education	- .16	.19	-.06	-.08
Leadership Planning	- .12	.16	-.06	-.02
Minority	.05	.08	.06	-.04
Early Childhood Education	.05	.14	.03	.08
Age	.002	.004	.05	-.03
MAT	- .002	.004	-.03	-.02
Missing Data -- MAT	- .03	.07	-.03	-.17
Undeclared	- .04	.09	-.04	-.03
Elementary Education	- .02	.07	-.03	.05
Missing Data -- Age	.01	.10	.01	-.02
Constant	1.63			

R^2 = .37

R^2 (Adjusted) = .28

Standard Error of Estimate = .31

HEGIS Code: 0827

The adjusted R^2 was .48. Highlights may be summarized as follows:

- Grade Trends through Time:
  The low point for grades in EAS 800 was in 1972 (-.11), but they eventually increased to 1975 (.15).

- No major received higher grades on the average.

- Majors Receiving Lower Grades on the Average (Negative Estimators): Educational Foundations (-1.95) and Elementary Education (-.84).

- Veterans (-.14) received lower grades than non-Veterans.

TABLE 60
Regressand: Course Grades in Educational Administration 800 - Concepts and Practices of Educational Administration and Supervision I

Sample Mean = 3.28   S.D. = .57   N = 318

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.15	.30	.11	.06
74	.12	.30	.09	.09
73	- .01	.30	-.009	.05
72	- .11	.29	-.08	.09
71	- .02	.31	-.01	.007
GPA	1.12	.08	.63	.64
Educational Foundations	- 1.95	.59	-.19	-.13
Leadership Planning	- .51	.42	-.33	.20
Secondary Education	- .43	.43	-.15	.09
Accounting	- .07	.59	-.007	-.03
Elementary Education	- .84	.42	-.36	-.06
Veteran	- .14	.05	-.15	-.17
Missing Data--Age	- .21	.11	-.11	.01
Female	.11	.06	.09	.05
Minority	- .07	.06	-.05	-.15
Age	- .004	.003	-.06	-.0002
Counseling & Psychological Services	- .90	.48	-.15	-.05
MAT	- .003	.003	-.05	.16
Political Science	- 1.05	.59	-.10	-.03
Undeclared	- .76	.42	-.35	-.04
Education Administration	- .69	.41	-.59	-.12
Special Education	- .78	.50	-.11	.03
Management	- .68	.59	-.07	-.03
Hours Attempted	- .0003	.0009	-.02	.06
Missing Data--MAT	.01	.06	.009	.03
Constant	.50			

R^2 = .52

R^2 (Adjusted) = .48

Standard Error of Estimate = .41

HEGIS Code 0827

EDUCATIONAL ADMINISTRATION 801

The adjusted R^2 was .41. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades fluctuated throughout the study period, and the eventual change was only .01 of a letter grade between 1972 (.15) and 1975 (.16).

- * No major field recorded higher grades in EAS 801 than was average.

- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Elementary Education (-.99)

TABLE 61

Regressand: Course Grades in Educational Administration 801 -
Concepts & Practices of Educational Administration & Supervision II

Sample Mean = 3.17 S.D. = .60 N = 288

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	.16	.12	.12	-.04
	74	.20	.12	.14	.06
	73	- .04	.12	-.03	-.07
	72	.15	.12	.10	.05
GPA		1.15	.10	.59	.62
Leadership Planning		- .69	.48	-.43	.26
Political Science		- .07	.58	-.01	.11
Minority		- .05	.07	-.04	-.18
Elementary Education		- .99	.48	-.40	-.10
Age		.006	.004	.07	.08
Missing Data -- MAT		- .12	.07	-.09	.03
MAT		.004	.003	.06	.25
Accounting		- .26	.67	-.02	-.02
Educational Administration		- .83	.47	-.67	-.15
Counseling & Psychological Services		- .93	.53	-.18	-.03
Undeclared		- .81	.48	-.33	-.05
Educational Foundations		- .96	.66	-.09	-.02
Secondary Education		- .74	.49	-.23	.003
Special Education		- .80	.57	-.11	.04
Management		- .63	.67	-.06	-.02
Constant		- .49			

R^2 = .45

R^2 (Adjusted) = .41

Standard Error of Estimate = .46

HEGIS Code: 0827

The adjusted R^2 was .28. Highlights may be summarized as follows:

- * Grade Trends through Time:
  With only a slight dip in 1974 (.15), grades rose one-third of a letter grade between 1972 (-.04) and 1975 (.28). Information for 1971 is not available.

- * Majors Receiving Higher Grades on the Average (Positive Estimators): Management (.68)

- * Missing Data -- Age (.33) and Minority (.15) had positive impacts. When all other variables in the multiple regression equation had been controlled from consideration, minority students and those with data on their ages missing from the student record received higher grades.

TABLE 62

Regressand: Course Grades in Educational Administration 810 -
The Urban Environment & Educational Administration

Sample Mean = 3.69 S.D. = .47 N = 230

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.28	.1[illegible]	.25	.05
74	.15	.1[illegible]	.16	.04
73	.19	.14	.15	-.005
72	- .04	.14	-.03	-.13
GPA	.94	.11	.60	.47
Missing Data -- Age	.33	.14	.14	.09
Management	.68	.32	.16	.07
Minority	.15	.07	.14	-.10
Early Childhood Education	- .73	.41	-.10	-.10
Secondary Education	- .18	.12	-.09	-.10
Counseling & Psychological Services	- .24	.16	-.09	-.08
Age	.004	.004	.07	.08
Information Systems	.70	.52	.10	.04
Undeclared	.09	.11	.05	.05
Criminal Justice	.40	.42	.05	.04
Business Education	- .22	.24	-.05	-.09
MAT	- .002	.003	-.04	.08
Missing Data -- GMAT - Verbal	.23	.32	.06	-.02
Physical Education	- .22	.29	-.04	-.04
Female	- .06	.07	-.06	-.01
Veteran	.04	.06	.04	-.07
Political Science	.18	.42	.02	.04
Educational Foundations	.14	.29	.03	.06
Missing Data -- MAT	- .03	.07	-.03	.04
Reading Specialist	- .08	.22	-.02	-.05
Hours Attempted	- .0004	.001	-.03	-.04
Educational Administration	- .01	.07	-.01	.01
Constant	- .15			

$R^2 = .36$

R^2 (Adjusted) = .28

Standard Error of Estimate = .40

HEGIS Code: 0827

EDUCATIONAL ADMINISTRATION 826

The adjusted R^2 was .29. Highlights may be summarized as follows:

* Grade Trends through Time:
There was practically no change in grade during the study period for EAD 826. Grades varied by only .01 of a letter grade from year to year.

* No major had higher grades on the average.

* Majors Receiving Lower Grades on the Average (Negative Estimators):
Business Education (-1.04)

TABLE 63

Regressand: Course Grades in Educational Administration 826 -
Theories of Educational Administration

Sample Mean = 3.58   S.D. = .59   N = 134

Regressors		Estimators	Standard Error of Estimator	β	Simple r
Course Year:	75	- .09	.52	-.07	-.01
	74	- .08	.51	-.06	.02
	73	- .09	.53	-.04	.009
	71	- .08	.59	-.02	-.06
GPA		.91	.17	.47	.51
Business Education		-1.04	.37	-.21	-.22
Missing Data -- MAT		- .21	.11	-.15	-.13
Political Science		- .79	.53	-.11	-.08
Secondary Education		- .30	.19	-.12	-.25
Physical Education		- .74	.52	-.11	-.08
Special Education		- .37	.27	-.11	-.10
Counseling & Psychological Services		- .35	.31	-.09	-.06
Missing Data -- Age		.11	.27	.05	.09
Elementary Education		.13	.25	.04	.14
Female		.04	.12	.03	.07
Age		.002	.007	.02	.01
Library Media		.16	.52	.02	.06
Educational Foundations		.10	.54	.01	.06
Minority		.02	.12	.01	-.20
Veteran		- .02	.12	-.02	-.08
Constant		.53			

R^2 = .39

R^2 (Adjusted) = .29

Standard Error of Estimate = .50

HEGIS Code: 0827

The adjusted R^2 was .24. Highlights may be summarized as follows:

- Grade Trends through Time:
  Over the five year period, grades increased by .15 of a letter grade. The high was in 1974 (.12), but grades decreased to 1975 (-.002).

- Major fields did not deviate markedly from each other in grades for this course. Estimators were never greater than twice the standard error.

- Missing Data -- MAT (-.14) had a negative impact. Thus, those for whom data on the Miller's Analogy Test do not exist recorded lower grades by .14 of a letter grade.

TABLE 64

Regressand: Course Grades in Educational Administration 833 - School Law

Sample Mean = 3.76 S.D. = .49 N = 244

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .002	.33	-.002	-.14
74	.12	.33	.12	.13
73	.07	.33	.05	-.01
72	.09	.33	.06	.03
71	- .16	.37	-.05	-.05
GPA	.92	.12	.48	.43
Missing Data -- MAT	- .14	.07	-.12	-.10
Veteran	.10	.06	.12	.11
Undeclared	- .58	.44	-.34	-.15
Educational Foundations	- .86	.53	-.16	-.05
Counseling & Psychological Services	- .16	.49	-.04	.06
Early Childhood Education	- .65	.51	-.14	-.02
Hours Attempted	.001	.001	.08	.17
Elementary Education	- .32	.46	-.14	.07
GMAT - Verbal	.17	.16	.19	.07
Education Administration	- .41	.44	-.42	-.04
Business Education	- .19	.62	[illegible]	.03
GMAT - Total	- .009	.01	-.16	.05
Management	- .75	.55	-.19	-.07
Special Education	- .50	.45	-.22	-.004
Secondary Education	- .50	.46	-.19	-.04
Leadership Planning	- .47	.44	-.40	.13
Reading Specialist	- .41	.62	-.05	.03
Political Science	- .33	.62	-.04	.03
Age	.002	.005	.03	.11
Missing Data -- Age	.05	.13	.03	-.09
Female	.03	.08	-.02	.06
Minority	.02	.08	.01	-.11
MAT	.0008	.004	.01	.07
Constant	- .36			

R^2 = .[illegible]

R^2 (Adjusted) = .24

Standard Error of Estimate = .43

HEGIS Code: 0827

EDUCATIONAL ADMINISTRATION 841

The adjusted R^2 was .19. Highlights may be summarized as follows:

- Grade Trends through Time:
  The pattern of grades for EAS 841 was inflationary, and then deflationary. Grades increased sharply between 1971 (-.27) and 1972 (-.05), but then declined through 1975 (-.09).

- No major field received higher or lower average grades when the nonmajor variables had been controlled for.

- Minority (.17) and Female (.12) had positive impacts. On the average, then, minorities and females recorded slightly higher grades in this course.

TABLE 65

Regressand: Course Grades in Educational Administration 841 - Educational Supervision

Sample Mean = 3.78 S.D. = .47 N = 395

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	- .09	.06	-.09	-.04
73	- .07	.06	-.06	-.01
72	- .05	.09	-.03	.07
71	- .27	.11	-.14	-.13
GPA	.73	.09	.42	.41
Minority	.17	.06	.15	.02
Veteran	.02	.05	.02	.08
Hours Attempted	.001	.0008	.10	.07
Female	.12	.06	.12	.19
Counseling & Psychological Services	- .20	.15	-.06	-.07
Elementary Education	- .09	.07	-.06	.03
Business Education	.31	.30	.05	.03
Special Education	- .10	.09	-.05	.04
Age	- .005	.003	-.09	-.04
Missing Data -- Age	- .18	.11	-.10	-.06
Missing Data -- MAT	- .05	.05	-.04	.02
Management	- .30	.43	-.05	-.08
GMAT - Quantitative	- .09	.07	-.10	-.009
English	.31	.43	.03	.02
Undeclared	.06	.09	.03	.01
GMAT - Verbal	.20	.34	.06	.04
Library Media	- .13	.31	-.02	.03
Reading Specialist	.07	.22	.01	.05
MAT	.0009	.002	.02	.08
Early Childhood Education	- .04	.18	-.01	.06
Leadership Planning	- .01	.07	-.01	.07
Music Education	- .06	.30	-.008	-.04
Art Education	.08	.43	.009	[illegible]
Secondary Education	.01	.10	.006	[illegible]
Constant	-2.69			

R^2 = .25

R^2 (Adjusted) = .19

Standard Error of Estimate = .42

HEGIS Code: 0827

EDUCATIONAL ADMINISTRATION 842

The adjusted R^2 was .22. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades were stationary in 1971 (.26) and 1972 (.26), but then declined to 1975 (.04).

- No major field had markedly higher or lower grades in this course when other personal and academic characteristics were taken into consideration.

- Female (.18) and Missing Data -- MAT (.23) had positive impacts while Missing Data -- Age (-.32) had a negative impact.

TABLE 66

Regressand: Course Grades in Educational Administration 842 - Supervision of Instruction

Sample Mean = 3.68   S.D. = .53   N = 210

Regressor	Estimator	Standard Error of Estimator	B	Simple r
Course Year: 75	.04	.08	.04	-.06
73	.12	.10	.09	.01
72	.26	.15	.12	.11
71	.26	.14	.13	.11
GPA	.73	.15	.34	.38
Educational Administration	- .09	.09	-.09	-.25
Missing Data -- MAT	.22	.09	.17	.22
Female	.18	.08	.17	.19
Missing Data -- Age	- .32	.15	-.17	-.17
Leadership Planning	.14	.11	.10	.19
Minority	.11	.09	.09	-.06
Reading Specialist	- .21	.21	-.07	-.006
Counseling & Psychological Services	- .15	.17	-.06	-.04
Veteran	- .07	.07	-.08	.09
Hours Attempted	- .0009	.001	-.06	.08
Educational Foundations	- .25	.34	-.04	-.03
GMAT - Verbal	- .35	.34	-.09	-.04
Management	- .36	.49	-.06	-.03
Physical Education	.33	.48	.04	.04
Business Education	.20	.49	.02	.04
MAT	.002	.005	.02	.12
Special Education	.03	.15	.01	.11
Constant	11.98			

R^2 = .29

R^2 (Adjusted) = .22

Standard Error of Estimate = .47

HEGIS Code: 0827

EDUCATIONAL ADMINISTRATION 848

The adjusted R^2 was .42. Highlights may be summarized as follows:

- Grade Trends through Time:
  An inflationary trend was found for this course, based upon an estimator of .27 for 1971 changing to .52 in 1975, or a net factor of one-fourth (.25) of a letter grade.

- No major field recorded higher or lower grades on the average.

TABLE 67

Regressand: Course Grades in Educational Administration 848 - Economics of Education

Sample Mean = 3.66 S.D. = .50 N = 158

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.52	.25	.51	-.06
74	.45	.27	.25	.11
73	.53	.25	.43	.009
72	.59	.27	.33	.11
71	.27	.30	.12	-.05
GPA	1.16	.13	.66	.61
Counseling & Psychological Services	- .24	.15	-.13	-.12
Missing Data -- GMAT - Total	2.60	5.64	.81	-.11
Education Administration	.15	.11	.15	.02
Age	.005	.005	.08	.08
Elementary Education	- .17	.17	-.07	-.07
Educational Foundations	- .18	.22	-.06	.03
Secondary Education	- .06	.17	-.03	-.13
GMAT - Quantitative	- .17	.36	-.38	-.004
Management	3.90	6.78	1.06	.09
Business Education	.12	.29	.03	.08
Missing Data -- MAT	.06	.10	.04	.08
GMAT - Total	.03	.06	.79	.01
Female	.08	.05	.07	-.009
Veteran	- .07	.08	-.10	-.02
Minority	- .06	.09	-.05	-.21
MAT	- .003	.006	-.03	.15
Missing Data -- Age	- .06	.15	-.04	-.14
Hours Attempted	- .0004	.002	-.03	-.0008
Leadership Planning	.04	.14	.03	.05
Constant	-14.97			

R^2 = .50

R^2 (Adjusted) = .42

Standard Error of Estimate = .38

HEGIS Code: 0827

EDUCATIONAL ADMINISTRATION 852

The adjusted R^2 was .10. Highlights may be summarized as follows:

- Grade Trends through Time
  Grades fluctuated from year to year during the study period, but the net effect was a decline from 1972 (.19) to 1975 (-.25) of almost half a letter grade.

- Again, there was no significant deviation in grades received by the various majors.

TABLE 68
Regressand: Course Grades in Educational Administration 852
Local-State-Federal Relationships in Education

Sample Mean = 3.56 S.D. = .50 N = 120

Regressors	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .25	.37	-.25	-.09
74	- .03	.37	-.03	-.03
73	- .19	.37	-.16	.03
72	.19	.44	.07	.16
GPA	.76	.20	.42	.37
Leadership Planning	- .14	.51	-.12	-.05
English	- .41	.74	-.07	-.10
Elementary Education	- .37	.53	-.13	-.02
Female	.07	.12	.07	.04
Undeclared	- .11	.51	-.07	.009
Missing Data--MAT	.19	.13	.15	.18
Missing Data--Age	.26	.19	.16	.07
Age	.009	.007	.14	.06
Management	- .36	.71	-.07	-.10
Education Administration	.02	.50	.02	-.02
Veteran	.08	.09	.10	-.008
Business Education	.52	.70	.10	.08
Hours Attempted	- .009	.001	-.06	-.05
Political Science	.41	.70	.07	.08
Human Resources	.38	.70	.07	.08
Secondary Education	.16	.58	.05	.03
Special Education	.11	.56	.04	.07
Counseling & Psychological Services	.07	.53	.03	.006
Minority	.01	.11	.01	-.04
MAT	.0008	.006	.01	-.01
Constant	.37			

R^2 = .28

R^2 (Adjusted) = .10

Standard Error of Estimate = .47

HEGIS Code 0827

EDUCATIONAL ADMINISTRATION 865

The adjusted R^2 was .34. Highlights may be summarized as follows:

- * Grade Trends through Time:
  A steady decrease in grades existed for this course over time. Note that the estimator for each year was slightly lower than the previous year. The estimator for 1971 was -.13 as compared with -.55 for 1975. Grades decreased by a little less than half a letter grade.

- * No major recorded higher grades on the average (positive estimators greater than twice the standard error).

- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Counseling & Psychological Services (-1.12)

TABLE 69

Regressand: Course Grades in Educational Administration 865 - The Principal

Sample Mean = 3.43   S.D. = .61   N = 163

Regressors	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .55	.29	-.36	-.11
74	- .54	.28	-.44	-.08
73	- .52	.29	-.33	-.002
72	- .33	.29	-.17	.18
71	- .13	.39	-.03	.05
GPA	1.01	.15	.52	.58
Counseling & Psychological Services	-1.12	.57	-.28	-.11
Secondary Education	- .89	.53	-.32	-.12
Educational Administration	- .67	.50	-.55	-.15
Business Education	-1.18	.71	-.15	-.06
Undeclared	- .58	.51	-.33	.06
Veteran	.06	.08	.05	-.02
Music Education	- .23	.72	-.03	.07
Age	.004	.006	.05	.04
MAT	.002	.005	.03	.20
Missing Data -- Age	.05	.19	.02	-.04
Management	- .64	.72	-.08	-.06
Minority	- .03	.11	-.02	-.23
Special Education	- .59	.61	-.11	.01
Elementary Education	- .52	.52	-.22	.09
Leadership Planning	- .49	.52	-.24	.24
Hours Attempted	- .0003	.002	-.01	.16
Constant	.67			

R^2 = .42

R^2 (Adjusted) = .34

Standard Error of Estimate = .50

HEGIS Code: 0827

The adjusted R^2 was .44. Highlights may be summarized as follows:

* Grade Trends through Time:
  Because only three years of information are available, no trend in grades is presented.

* Majors Receiving Higher Grades on the Average (Positive Estimators):
  Secondary Education (.33)

* Majors Receiving Lower Grades on the Average (Negative Estimators):
  Undeclared (-.28)

* MAT (.01) had a positive impact, meaning that students who had higher scores on the Miller's Analogy Test had higher grades in EAS 897.

TABLE 70

Regressand: Course Grades in Educational Administration 897 -
Seminar in Educational Administration

Sample Mean - 3.90 S.D. - .33 N - 100

Regressor	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	- .21	.07	-.32	-.31
73	- .009	.10	-.01	.14
72	- .09	.15	-.05	.05
GPA	.87	.13	.58	.54
Secondary Education	.33	.13	.22	.07
Undeclared	- .28	.14	-.16	-.25
MAT	.01	.003	.27	.27
Elementary Education	.19	.12	.15	.08
Missing Data--MAT	.07	.07	.09	.04
Hours Attempted	- .0003	.001	-.03	.11
Missing Data--Age	.25	.17	.23	.01
Age	.009	.005	.22	-.06
Minority	- .06	.07	-.08	-.10
Female	- .05	.07	-.07	.07
Veteran	.03	.07	.07	.04
Leadership Planning	- .04	.07	-.06	.22
Early Childhood Education	- .09	.20	-.04	.04
Counseling & Psychological Ser.	.04	.27	.01	.03
Constant	- .15			

R^2 = .53

R^2 (Adjusted) = .44

Standard Error of Estimate = .25

HEGIS Code = 0827

The adjusted R^2 was .39. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades decreased to a low in 1973 (-.55), but recovered by one-fourth of a letter grade the following year (-.26). No estimator is provided for 1975.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Elementary Education (.37)

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Educational Foundations (-1.00)

- Age (-.01) had a negative impact, while Female (.30) had a positive effect. Thus, when other personal and academic characteristics were held constant, younger females received better grades in EAS 836.

TABLE 71

Regressand: Course Grades in Educational Administration 836 -
Educational Organization & Supervision

Sample Mean = 3.53   S.D. = .50   N = 126

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	- .26	.14	-.25	.05
73	- .55	.15	-.52	-.33
72	- .09	.19	-.05	.16
71	- .06	.16	-.04	.17
GPA	1.10	.17	.56	.43
Educational Foundations	-1.00	.43	-.18	-.09
Elementary Education	.37	.18	.16	.13
Missing Data -- MAT	.08	.10	.06	.19
Educational Administration	.15	.09	.15	-.14
Female	.30	.13	.19	.20
Management	.45	.43	.14	.04
Minority	.20	.11	.14	.04
Age	- .01	.005	-.19	-.08
Missing Data -- Age	- .28	.16	-.16	-.10
Counseling & Psychological Services	- .24	.21	-.08	-.01
Veteran	- .10	.08	-.12	.05
Business Education	- .38	.41	-.07	-.09
Special Education	- .37	.45	-.06	.08
MAT	.004	.005	.06	.14
Physical Education	- .21	.41	-.04	-.09
Music Education	.13	.44	.02	-.09
Secondary Education	.05	.31	.01	-.13
Missing Data -- GMAT - Total	- .12	.72	-.03	-.12
GMAT - Total	.001	.009	.02	-.10
Constant	- .47			

R^2 = .50

R^2 (Adjusted) = .39

Standard Error of Estimate = .39

HEGIS Code: 0828

The adjusted R^2 was .29. Highlights may be summarized as follows:

- Grade Trends through Time:
  Again, not enough information is provided to make an accurate estimation of grade changes in this course.

- There was little difference in the grades received by various majors when their other characteristics had been controlled for.

TABLE 72

Regressand: Course Grades in Educational Administration 843 - Instructional Systems Development

Sample Mean = 3.67 S.D. = .49 N = 101

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .13	.27	-.13	.08
74	- .25	.27	-.18	-.06
73	- .25	.27	-.24	-.04
GPA	1.12	.18	.59	.52
Veteran	- .05	.11	-.05	-.10
Physical Education	- .54	.31	-.15	-.19
Undeclared	- .48	.26	-.17	-.12
Early Childhood Education	- .25	.16	-.14	-.03
Secondary Education	- .28	.20	-.12	-.13
Minority	.17	.12	.14	-.007
Hours Attempted	- .001	.001	-.07	-.03
Library Media	.25	.44	.05	.07
Age	.005	.007	.08	.03
Missing Data -- Age	.12	.25	.06	.10
Missing Data -- MAT	- .05	.12	-.04	-.11
Special Education	.12	.47	.02	.07
Educational Foundations	.11	.44	.02	.07
Elementary Education	- .03	.20	-.01	-.03
Constant	- .27			

R^2 = .41

R^2 (Adjusted) = .29

Standard Error of Estimate = .41

HEGIS Code: 0828

The adjusted R^2 was .36. Highlights may be summarized as follows:

- Grade Trends through Time:
  Only two years of information are available, so no trend is derived.

- There was little difference in grades received by different majors in this course.

- MAT (-.006) had a negative impact. Students who had high scores on the Miller's Analogy Test, then, received slightly lower grades in ECI 646.

TABLE 73

Regressand: Course Grades in Early Childhood Education 646 -
Analysis and Evaluation of Curriculum in Early Childhood Education

Sample Mean = 3.70 S.D. = .51 N = 207

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.04	.07	.04	.15
73	-.19	.09	-.15	-.28
GPA	.91	.13	.50	.56
Early Childhood Education	.05	.41	.04	.13
Education Administration	-.99	.66	-.14	-.10
Minority	-.13	.08	-.11	-.40
MAT	-.006	.003	-.13	.05
Female	-.21	.18	-.08	-.07
Undeclared	-.28	.47	-.07	-.19
Elementary Education	-.12	.43	-.06	-.11
Secondary Education	-.22	.59	-.03	-.10
Age	.002	.004	.04	-.02
Missing Data -- MAT	.04	.06	.03	-.07
Leadership Planning	.18	.47	.04	.07
Missing Data -- Age	.09	.19	.03	-.05
Hours Attempted	.0005	.002	.02	-.05
Veteran	.02	.12	.01	.05
Special Education	.04	.43	.02	.04
Constant	.75			

$R^2 = .41$

R^2 (Adjusted) = .36

Standard Error of Estimate = .41

HEGIS Code: 0829

The adjusted R^2 was .39. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Relatively large increases and decreases in grades occurred in this course. From 1971 (-.26) to 1972 (.41), grades increased .67 of a letter grade, then fell the next year by .84 of a grade. The next year, 1974 (.34), grades increased again by .77 of a grade and then fell in 1975 (-.10) by .44. The net effect, however, was a decline of .16 of a letter grade.

- * No major received higher grades on the average.

- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Business Education (-.78)

- * MAT (-.02) had a negative impact. Those who had higher grades in ECI 736 had lower scores on the Miller Analogy Test.

TABLE 74

Regressand: Course Grades in Curriculum & Instruction 736 - Curriculum in the Urban Environment

Sample Mean = 3.44 S.D. = .65 N = 108

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .10	.61	-.07	-.22
74	.34	.60	.24	.34
73	- .43	.61	-.22	-.21
72	.41	.80	.06	.08
71	- .26	.56	-.17	.03
GPA	1.12	.22	.50	.48
MAT	- .02	.006	-.29	-.16
Business Education	- .78	.33	-.23	-.06
Elementary Education	- .33	.20	-.24	.01
Physical Education	- .40	.30	-.13	-.08
Missing Data -- Age	.23	.21	.10	-.10
Early Childhood Education	- .61	.58	-.09	-.07
Reading Specialist	- .38	.28	-.13	-.10
Female	.24	.13	.17	.19
Decision Science	- .79	.79	-.12	-.07
Secondary Education	- .18	.25	-.08	-.17
Veteran	- .12	.13	-.09	.10
Missing Data -- GRE - Verbal	- .41	.55	-.06	-.08
Counseling & Psychological Services	.14	.29	.06	.13
Missing Data -- MAT	.07	.12	.05	.09
Music Education	- .25	.62	-.04	.08
Leadership Planning	- .10	.22	-.06	.19
Hours Attempted	.001	.002	.08	.22
Minority	.05	.15	.03	-.08
Undeclared	.08	.28	.03	-.04
Educational Foundations	.07	.56	.01	.08
Constant	.87			

$R^2 = .53$

R^2 (Adjusted) = .39

Standard Error of Estimate = .51

HEGIS Code: 0829

The adjusted R^2 was .13. Highlights may be summarized as follows:

* Grade Trends through Time:
  Grades in ECI increased from 1971 (.16) to 1975 (.31) with a dip in grades in 1973 (.10). The total increase was .15 of a letter grade.

* No major received higher or lower grades on the average.

* Missing Data -- Age (.23), GRE - Quantitative (.003), and Minority (.11) all had positive impacts. Thus, those who had high scores on the quantitative section of the GRE, were missing data on their student records for age, and minorities had higher grades in ECI 738.

TABLE 75

Regressand: Course Grades in Curriculum and Instruction 738 - Curriculum Planning - Elementary, Middle, and High School English

Sample Mean = 3.80 S.D. = .42 N = 493

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year 75	.31	.20	.37	.12
74	.27	.20	.29	.03
73	.10	.20	.10	-.14
72	.17	.21	.11	-.04
71	.16	.22	.07	-.02
GPA	.45	.07	.32	.28
Missing Data -- Age	.23	.09	.19	.08
Elementary Education	.23	.27	.28	-.05
Age	.005	.003	.08	.02
Reading Specialist	.14	.29	.06	-.06
GRE - Quantitative	.003	.001	.13	.05
Undeclared	.24	.28	.13	-.02
Minority	.11	.05	.12	-.005
Mathematics	- .51	.50	-.05	-.09
Veteran	.05	.04	.09	-.03
Art Education	.74	.37	.14	.04
MAT	.003	.002	.06	.10
Art	.67	.38	.10	.03
GMAT - Total	- .03	.02	-.09	-.02
History	.48	.30	.15	.03
Leadership Planning	.43	.28	.25	.08
Early Childhood Education	.43	.29	.18	.06
Counseling & Psychological Services	.24	.31	.06	-.03
Missing Data -- MAT	.03	.05	.03	-.01
Library Media	.43	.32	.10	.05
Secondary Education	.36	.27	.35	.003
Education Administration	.37	.30	.13	.008
Special Education	.35	.29	.14	-.005
Hours Attempted	- .0004	.001	-.02	-.03
Physical Education	.31	.30	.09	-.01
Business Education	.31	.30	.10	.03
English	.29	.32	.06	-.01
Educational Foundations	.28	.39	.04	.03
GRE - Verbal	- .001	.002	-.03	.05
Female	- .008	.05	-.008	.03
Constant	17.37			

R^2 = .19

R^2 (Adjusted) = .13

Standard Error of Estimate = .39

HEGIS Code: 0829

The adjusted R^2 was .24. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades in ECI 848 increased to the middle of the study period, 1973 (.41), then decreased til the end, 1975 (.33). An actual increase of only .09 of a letter grade was noticed for the five year period.
- * No majors had higher grades to a marked degree.
- * Majors Receiving Lower Grades on the Average (Negative Estimators): Library Media (-.60) and Physical Education (-.56).
- * Minority (.15), Missing Data - MAT (.08), Missing Data - Age (.20), Hours Attempted (.001), and Age (.004) had positive impacts. Minorities, older students, those attempting more hours that quarter, and those with missing data for their age or the Miller's Analogy Test had higher grades, on the average, for ECI 848.

TABLE 76

Regressand: Course Grades in Curriculum and Instruction 848 -
Curriculum Principles

Sample Mean = 3.52 S.D. = .61 N = 1239

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.33	.55	.26	-.06
74	.39	.54	.30	.04
73	.41	.54	.22	.07
72	.37	.54	.18	.007
71	.24	.54	.10	-.06
GPA	1.03	.06	.50	.46
Minority	.15	.04	.10	-.04
Missing Data -- MAT	.08	.03	.06	.06
Missing Data -- Age	.20	.08	.09	.04
Hours Attempted	.001	.0007	.06	.13
History	.05	.32	.006	.03
Library Media	- .60	.26	-.20	-.03
Age	.004	.002	.05	.04
Reading Specialist	- .33	.26	-.08	.03
Counseling & Psychological Services	- .33	.26	-.10	.03
Educational Foundations	.02	.45	.001	-.001
Missing Data -- GRE - Quantitative	- .07	.23	-.01	-.02
Female	.06	.04	.04	.06
Physical Education	- .56	.27	-.12	-.06
Elementary Education	- .46	.25	-.36	-.01
Undeclared	- .48	.26	-.16	-.04
Missing Data -- GMAT - Verbal	- .14	.48	-.01	.01
Psychology	- .86	.59	-.04	-.02
Early Childhood Education	- .53	.29	-.08	-.003
Political Science	- .65	.49	-.04	-.03
Leadership Planning	- .43	.25	-.21	.10
Management	- .56	.59	-.04	-.03
Business Education	- .44	.26	-.12	-.01
Special Education	- .42	.25	-.15	.02
Secondary Education	- .41	.25	-.21	-.04
Education Administration	- .40	.25	-.21	-.01
English	- .39	.31	-.06	-.003
Music Education	- .43	.35	-.04	-.01
GRE - Verbal	- .0007	.002	-.009	.01
Mathematics	- .26	.48	-.02	-.001
GMAT - Quantitative	- .007	.11	-.006	.03
Biology	- .18	.44	-.01	.04
Human Resources	- .26	.59	-.01	.02
Veteran	.009	.04	.009	-.01
MAT	.0004	.002	.005	.06
GRE - Quantitative	- .0003	.002	-.006	.03
GMAT - Total	- .002	.01	-.01	.02
Constant	1.38			

$R^2 = .26$

R^2 (Adjusted) = .24

Standard Error of Estimate = .53

HEGIS Code: 0829

CURRICULUM & INSTRUCTION 850

The adjusted R^2 was .37. Highlights may be summarized as follows:

- Grade Trends through Time:
  In one year, between 1971 (-.61) and 1972 (.07), average grades in ECI 850 increased by .68 of a letter grade. Grades rose through 1974 (.24) but then dipped in 1975 (-.05).

- There was little difference in grades recorded for different graduate majors in this course.

- Hours Attempted (.003) had a slight positive impact.

TABLE 77

Regressand: Course Grades in Curriculum & Instruction 850 -
Curriculum Trends

Sample Mean = 3.74 S.D. = .44 N = 172

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .05	.10	-.06	-.18
74	.24	.10	.27	.31
72	.07	.27	.02	.06
71	- .61	.18	-.27	-.22
GPA	.76	.12	.45	.45
Counseling & Psychological Services	- .33	.44	-.11	-.17
Leadership Planning	.31	.39	.23	.18
GRE - Quantitative	- .01	.009	-.32	-.06
Management	.73	.54	.13	.04
Early Childhood Education	- .35	.44	-.11	-.02
Physical Education	.53	.46	.13	.06
MAT	.003	.003	.07	.16
Female	- .03	.08	-.04	-.06
Age	.002	.004	.04	.04
Veteran	- .08	.07	-.11	-.04
Minority	- .07	.08	-.06	-.18
Music Education	- .09	.46	-.02	.06
Missing Data -- GRE - Quantitative	.56	1.26	.14	-.06
Missing Data -- Age	- .09	.16	-.05	-.07
Educational Foundations	.21	.47	.05	.06
Reading Specialist	.23	.53	.04	.04
Special Education	.02	.42	.009	-.06
Hours Attempted	.003	.001	.02	.09
Undeclared	.12	.40	.08	.01
Library Media	.14	.43	.05	.09
Missing Data -- MAT	.01	.07	.01	-.008
Secondary Education	.10	.40	.07	-.04
Educational Administration	.09	.40	.08	-.03
Elementary Education	.08	.38	.09	-.08
Constant	5.32			

R^2 = .48

R^2 (Adjusted) = .37

Standard Error of Estimate = .35

HEGIS Code: 0829

The adjusted R^2 was .20. Highlights may be summarized as follows:

- Grade Trends through Time:
  With a slight digression in 1974 (.009), grades increased from 1971 (-.02) to 1975 (.17) by .19 of a letter grade.

- No major received higher grades on the average than any other majors for this course.

- Majors Receiving Lower Grades on the Average (Negative Estimators): Education Administration (-.33), Special Education (-.30), Reading Specialist (-.26), and Elementary Education (-.22).

- GRE - Verbal (-.002) had a negative impact. Thus, those who did poorly on the verbal section of the GRE received higher grades in ECI 876.

TABLE 78

Regressand: Course Grades in Curriculum and Instruction 876 -
Problems of Teaching

Sample Mean = 3.76   S.D. = .44   N = 844

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	.17	.15	.19	.19
	74	.009	.15	.008	-.08
	73	.08	.14	.08	-.02
	72	.03	.15	.02	-.09
	71	- .02	.15	-.01	-.09
GPA		.66	.05	.43	.42
Secondary Education		- .13	.11	-.12	.05
Counseling & Psychological Services		- .01	.14	-.005	.04
Female		- .07	.04	-.06	-.02
Age		.002	.002	.03	.01
Veteran		.04	.04	.05	.05
Minority		.07	.04	.06	-.10
Biology		.20	.25	.03	.03
Political Science		.27	.32	.03	.02
Education Administration		- .33	.15	-.10	-.04
Psychology		- .64	.42	-.05	-.06
Economics		.19	.42	.01	.02
English		.05	.19	.01	.02
GRE - Verbal		- .002	.001	-.06	.03
History		- .31	.19	-.07	-.06
Accounting		- .59	.42	-.04	-.06
Special Education		- .30	.14	-.10	-.05
Elementary Education		- .22	.11	-.25	-.02
Reading Specialist		- .26	.13	-.11	-.05
Mathematics		- .33	.20	-.06	-.05
Undeclared		- .22	.13	-.10	-.05
Information Systems		- .49	.42	-.04	-.06
Leadership Planning		- .19	.12	-.11	.07
Business Education		- .20	.16	-.06	-.02
Missing Data -- GRE - Quantitative		.15	.14	.05	.02
Early Childhood Education		- .13	.15	-.04	.03
Physical Education		- .14	.19	-.03	-.04
Missing Data -- Age		- .05	.08	-.02	-.03
MAT		.001	.002	.02	.08
Missing Data -- MAT		- .01	.03	-.01	-.05
Educational Foundations		- .08	.25	-.01	.03
Hours Attempted		.0002	.0007	.01	.01
GRE - Quantitative		.0001	.001	.004	.006
Music Education		.04	.42	.003	.02
Constant		2.18			

R^2 = .24

R^2 (Adjusted) = .20

Standard Error of Estimate = .40

HEGIS Code: 0829

The adjusted R^2 was .38. Highlights may be summarized as follows:

- Grade Trends through Time:
  In ECI 703, grades rose steadily by one full letter grade in five years. From a low in 1971 (-.96), grades increased sharply the next year (-.11), and thereafter rose more slowly to 1975 (.04). There was no grade information for 1974.

- No majors deviated to any significant extent in the grades they received in ECI 703.

- Minority (-.20) had a negative impact meaning that minority students received an average of .20 of a letter grade lower in this course than nonminority students when all other variables had been controlled for.

TABLE 79

Regressand: Course Grades in Early Childhood Education 703 -
Literature of the Young Child

Sample Mean = 3.78 S.D. - .45 N - 116

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.04	.09	.04	.08
73	- .05	.10	-.04	.07
72	- .11	.11	-.09	-.05
71	- .96	.20	-.43	-.46
GPA	.52	.15	.36	.50
Minority	- .20	.10	-.20	-.41
Missing Data -- Age	.32	.23	.11	.08
Age	.006	.005	.11	-.01
Female	.29	.41	.06	.16
Leadership Planning	- .10	.37	-.02	.04
Special Education	.10	.37	.02	.04
Reading Specialist	.07	.26	.02	.06
Hours Attempted	.0008	.002	.03	-.14
Undeclared	.04	.20	.02	-.12
Elementary Education	.01	.10	.01	.05
Veteran	- .02	.10	-.01	.003
MAT	- .0005	.004	-.01	.07
Education Administration	- .06	.42	-.01	-.16
Library Media	- .03	.27	-.01	.06
Constant	1.54			

R^2 = .48

R^2 (Adjusted) = .38

Standard Error of Estimate = .36

HEGIS Code: 0830

The adjusted R^2 was .38. Highlights may be summarized as follows:

- Grade Trends through Time:
  A very weak change in grades was evidenced for this course between 1971 (.01) and 1975 (-.03).
- No major field recorded higher or lower grades on the average.
- Minority (-.31) had a negative impact. On the average, then, minority students received a third of a letter grade lower than nonminority students in this course.

TABLE 80

Regressand: Course Grades in Early Childhood Education 747 -
Methods & Materials in Reading Early Childhood Education

Sample Mean = 3.46 S.D. = .62 N = 163

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .03	.10	-.02	.008
73	- .03	.12	-.02	-.08
72	.03	.16	.01	.10
71	.01	.21	.003	-.08
GPA	1.22	.16	.57	.63
Minority	- .31	.12	-.21	-.42
Missing Data -- MAT	- .12	.09	-.09	-.01
Hours Attempted	.003	.002	.11	.03
Reading Specialist	.11	.28	.03	-.02
MAT	- .004	.004	-.07	.15
Elementary Education	- .24	.20	-.13	.008
Education Administration	- .38	.40	-.07	.006
Early Childhood Education	- .13	.18	-.10	-.05
Secondary Education	- .48	.72	-.06	-.06
Female	.12	.18	.04	-.01
Missing Data -- Age	.16	.26	.04	.009
Special Education	- .08	.22	-.04	.05
Counseling & Psychological Services	.07	.32	.02	.07
Age	.0009	.005	.01	-.05
Leadership Planning	- .05	.32	-.01	.009
Constant	- .83			

R^2 = .45

R^2 (Adjusted) = .38

Standard Error of Estimate = .49

HEGIS Code: 0830

The adjusted R^2 was .19. Highlights may be summarized as follows:

* Grade Trends through Time:
  No trend, inflationary or deflationary, was evidenced in this course. Grades changed by only .06 of a letter grade over the study period.

* No major deviated from the norm in grades in LSM 661.

TABLE 81

Regressand: Course Grades in Library Science Media 661 and
Curriculum and Instruction 661 - Critique of Children's Literature

Sample Mean = 3.65   S.D. = .52   N = 251

Regressors	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .66	.48	-.61	-.009
74	- .62	.48	-.57	.01
73	- .54	.48	-.34	.13
72	- .78	.48	-.49	-.11
71	- .60	.48	-.31	-.04
GPA	.83	.12	.46	.46
Leadership Planning	- .47	.28	-.11	-.16
Library Media	- .14	.09	-.09	-.04
Psychology	- .43	.48	-.05	-.08
Special Education	- .18	.22	-.05	-.07
Secondary Education	- .14	.18	-.05	-.01
Undeclared	.18	.24	.04	.08
Age	.002	.004	.04	-.02
Missing Data -- MAT	- .03	.07	-.03	-.04
Counseling & Psychological Services	.15	.28	.03	.003
Female	- .05	.11	-.02	.06
Minority	.02	.09	.02	-.18
Early Childhood Education	.04	.18	.01	-.03
Hours Attempted	- .0003	.002	-.01	-.06
Education Administration	.09	.47	.01	.04
Veteran	.02	.11	.01	.02
MAT	- .0006	.004	-.01	.07
Missing Data - Age	.02	.20	.008	-.007
Constant	1.27			

R^2 = .26

R^2 (Adjusted) = .19

Standard Error of Estimate = .46

HEGIS Code: 0830

CURRICULUM & INSTRUCTION / LIBRARY SCIENCE MEDIA 704

The adjusted R^2 was .14. Highlights may be summarized as follows:

* Grade Trends through Time:
An increase of almost half a letter grade (.45) was noticed for this course between 1971 (-.30) and 1974 (.15).

* No major field received noticeable higher or lower grades in ECI 704 - LSM 704.

TABLE 82

Regressand: Course Grades in Curriculum and Instruction/
Library Science Media 704 - Adolescent Literature

Sample Mean = 3.79 S.D. = .40 N = 161

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.15	.08	.17	.14
72	.14	.13	.09	.03
71	-.30	.23	-.12	-.12
GPA	.62	.15	.38	.38
Missing Data -- Age	.33	.20	.14	.09
English	.19	.39	.09	.10
Music Education	-1.03	1.31	-.20	-.15
GMAT - Quantitative	-.10	.09	-.10	-.04
Leadership Planning	.34	.20	.20	.07
Hours Attempted	-.002	.002	-.13	-.05
GRE - Quantitative	-.003	.003	-.17	.14
Female	.09	.11	.07	.05
Education Administration	.31	.38	.06	.04
MAT	.002	.003	.06	.13
Minority	.07	.10	.06	-.09
Library Media	.04	.09	.04	.13
Missing Data -- MAT	.03	.07	.04	-.02
GRE - Verbal	.001	.003	.09	.15
Reading Specialist	-.04	.09	-.03	-.05
Veteran	.03	.09	.03	-.03
Counseling & Psychological Services	-.13	.40	-.02	.04
Missing Data -- GRE - Quantitative	-.11	.38	-.05	-.03
Undeclared	-.04	.23	-.01	-.04
Special Education	-.05	.39	-.01	.04
Elementary Education	.01	.10	.01	-.03
Constant	5.18			

R^2 = .27

R^2 (Adjusted) = .14

Standard Error of Estimate = .38

HEGIS Code: 0830

The adjusted R^2 was .40. Highlights may be summarized as follows:

- Grade Trends through Time:
  Every other year grades increased and decreased, but the total change between 1971 (.16) and 1975 (.18) was only .02 of a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Leadership Planning (.38)

- No major field recorded lower grades on the average.

TABLE 83

Regressand: Course Grades in Curriculum and Instruction 760 - Methods and Materials in Reading

Sample Mean = 3.50 S.D. = .71 N = 776

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.18	.23	.13	-.07
74	.17	.23	.11	.03
73	.31	.24	.16	.10
72	.13	.24	.05	-.04
71	.16	.25	.05	-.01
GPA	1.38	.07	.62	.63
Physical Education	1.09	.56	.05	.02
Leadership Planning	.38	.19	.06	.06
Age	- .004	.003	-.04	-.06
Missing Data -- GRE - Verbal	- .42	.91	-.03	-.03
Education Administration	- .17	.15	-.03	-.07
Secondary Education	.17	.11	.04	.02
Counseling & Psychological Services	- .09	.08	-.03	.01
Library Media	- .27	.28	-.03	-.02
Female	.06	.07	.03	.15
GMAT - Total	.007	.006	.03	.03
Missing Data -- Age	.13	.11	.05	-.05
Undeclared	.12	.12	.03	.01
Veteran	.05	.06	.03	.10
MAT	.002	.002	.02	.12
Missing Data -- MAT	.03	.05	.02	-.005
Psychology	- .28	.39	-.02	-.01
Minority	- .03	.06	-.02	-.29
Reading Specialist	.03	.06	.01	.02
Early Childhood Education	- .07	.16	-.01	-.03
GRE - Verbal	.004	.01	.02	.03
Educational Foundations	- .19	.55	-.009	.02
Hours Attempted	- .0002	.001	-.006	.07
Business Education	- .03	.25	-.004	-.03
Constant	-7.08			

R^2 = .42

R^2 (Adjusted) = .40

Standard Error of Estimate = .55

HEGIS Code: 0830

The adjusted R^2 was .45. Highlights may be summarized as follows:

- Grade Trends through Time:
  There was an increase in average grades of three-fourths of a letter grade in one year between 1971 (.11) and 1972 (.88), but grades then fell to a low in 1975 (-.30).

- When all other variables had been controlled from consideration, no major field recorded markedly higher or lower grades.

TABLE 84

Regressand: Course Grades in Curriculum and Instruction 762 - Trends and Practices in the Teaching of Reading

Sample Mean = 3.28 S.D. = .82 N = 109

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .30	.66	-.19	-.24
74	.05	.67	.02	.08
73	.06	.66	.03	.07
72	.88	.70	.28	.20
71	.11	.69	.05	.05
GPA	1.71	.23	.65	.63
Veteran	- .52	.41	-.14	-.06
MAT	.02	.009	.15	.13
Age	.01	.009	.15	.09
Secondary Education	-1.002	.58	-.16	.04
Leadership Planning	.27	.49	.06	.11
Missing Data -- MAT	- .19	.16	-.10	.14
Undeclared	- .42	.44	-.10	.05
Educational Foundations	- .69	.72	-.08	.08
Special Education	- .29	.44	-.07	-.19
Missing Data -- Age	- .41	.67	-.05	-.03
Female	.19	.35	.05	-.06
GMAT - Quantitative	.02	.04	.04	.03
Minority	- .09	.19	-.05	-.28
Reading Specialist	.01	.29	.009	-.03
Early Childhood Education	- .29	.72	-.03	-.03
Counseling & Psychological Services	- .14	.48	-.03	.01
Hours Attempted	.0007	.004	.02	.15
Elementary Education	- .04	.29	-.02	-.03
Constant	-3.83			

R^2 = .57

R^2 (Adjusted) = .45

Standard Error of Estimate = .61

HEGIS Code: 0830

The adjusted R^2 was .32. Highlights may be summarized as follows:

* Grade Trends through Time:
The low point in average grades for this course occurred in 1973 (-.37), but increased to 1975 (.03). The total change between 1971 (-.22) and 1975 (.03) was one quarter of a letter grade.

* Majors Receiving Higher Grades on the Average (Positive Estimators): Biology (1.16) and English (.77). Thus, Biology majors recorded higher grades by a full letter grade than the average, and English majors by three-fourths of a letter grade.

* No major received lower average grades.

* Missing Data -- GRE - Verbal (.68) and Hours Attempted (.002) had positive impacts.

TABLE 85

Regressand: Course Grades in Curriculum & Instruction 764 - Methods & Materials of Reading in the Secondary School

Sample Mean = 3.74 S.D. = .48 N = 129

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.03	.14	.03	.09
74	.13	.15	.12	.12
73	- .37	.17	-.25	-.26
71	- .22	.22	-.11	-.13
GPA	.73	.14	.49	.45
Leadership Planning	.41	.37	.24	.17
Veteran	.17	.12	.14	.06
GRE - Verbal	.003	.002	.12	.12
Minority	.14	.10	.12	-.06
Hours Attempted	.002	.001	.11	.009
Missing Data -- MAT	.12	.09	.11	.11
Undeclared	- .03	.38	-.01	-.14
Reading Specialist	.16	.34	.16	-.05
Missing Data -- GRE - Verbal	.68	.31	.30	.03
English	.77	.36	.34	.12
Biology	1.16	.52	.21	.05
Library Media	.47	.41	.15	.08
Educational Administration	- .17	.56	-.03	-.14
Accounting	- .15	.52	-.03	-.14
Special Education	.31	.39	.12	.11
Elementary Education	.28	.36	.17	-.05
Missing Data -- Age	.08	.19	.04	-.03
Age	.002	.006	.03	-.04
Female	- .06	.13	-.04	.03
Secondary Education	.22	.35	.20	-.02
GMAT - Total	- .002	.004	-.06	.02
Educational Foundations	.23	.44	.06	.07
Counseling & Psychological Services	.13	.43	.04	-.02
Constant	- .77			

$R^2 = .46$

R^2 (Adjusted) = .32

Standard Error of Estimate = .39

HEGIS Code: 0830

CURRICULUM & INSTRUCTION 855

The adjusted R^2 was .39. Highlights may be summarized as follows:

* Grade Trends through Time:
No single trend, either inflationary or deflationary, was shown in this course. Fluctuating up and down from year to year, grades rose over the study period by one-fourth of a letter grade.

* There were no majors who received higher average grades.

* Majors Receiving Lower Grades on the Average (Negative Estimators):
Management (-1.15), Physical Education (-1.15), Psychology (-.95), Educational Administration (-.72). These majors recorded grades that were three-fourths to more than a full grade lower than average.

TABLE 86

Regressand: Course Grades in Curriculum and Instruction 855 - Diagnosis of Reading Difficulties

Sample Mean = 3.56 S.D. = .57 N = 444

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .03	.25	-.03	.08
74	.007	.25	.006	.09
73	- .20	.26	-.12	-.15
72	- .08	.26	-.04	-.06
71	- .29	.26	-.11	-.07
GPA	1.15	.08	.60	.58
Education Administration	- .72	.19	-.14	-.12
Physical Education	-1.15	.45	-.10	-.13
Female	- .17	.09	-.08	-.01
Psychology	- .95	.45	-.11	-.13
Age	.005	.003	.06	.009
Management	-1.15	.57	-.10	-.05
Missing Data -- GMAT - Total	- .47	.35	-.07	.03
Veteran	- .07	.07	-.04	-.02
Reading Specialist	.06	.06	.04	.03
GRE - Quantitative	.007	.008	.05	-.05
Library Media	- .18	.24	-.03	-.05
Counseling & Psychological Services	- .14	.20	-.03	-.01
Early Childhood Education	.09	.26	.01	.01
Hours Attempted	.0003	.001	.01	.003
MAT	- .0008	.003	-.01	.07
English	- .12	.45	-.01	-.05
Special Education	.01	.05	.01	.03
Minority	.02	.07	.01	-.18
Missing Data -- Age	- .02	.11	-.01	-.02
Secondary Education	- .02	.16	-.006	.02
Constant	-3.64			

R^2 = .42

R^2 (Adjusted) = .39

Standard Error of Estimate = .44

HEGIS Code: 0830

CURRICULUM & INSTRUCTION 856

The adjusted R^2 was .36. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades fluctuated from year to year during the study period, but the net effect was an increase of one quarter letter grade between 1971 (.22) and 1975 (.51).

- There was no significant deviation in average grades received by the various graduate majors.

- Hours Attempted (-.002) had a negative impact.

TABLE 87

Regressand: Course Grades in Curriculum and Instruction 856 -
Correction of Reading Difficulties

Sample Mean = 3.57 S.D. = .66 N = 313

Regresser		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	.51	.53	.38	.24
	74	.25	.53	.17	-.17
	73	.38	.54	.15	-.03
	72	.44	.55	.13	-.02
	71	.22	.55	.07	-.14
GPA		1.12	.11	.52	.56
Special Education		- .15	.08	-.11	-.05
Age		- .005	.004	-.06	-.15
Minority		- .19	.10	-.10	-.23
Hours Attempted		- .002	.001	-.09	-.14
Secondary Education		- .30	.21	-.07	-.08
Veteran		- .09	.11	-.05	-.003
Psychology		.70	.53	.08	.05
MAT		- .004	.004	-.05	-.02
Missing Data -- MAT		- .06	.07	-.04	-.08
Reading Specialist		.06	.09	.04	.10
Undeclared		.09	.19	.02	.007
Missing Data -- Age		.08	.18	.03	.02
Female		- .07	.14	-.03	.04
Educational Administration		- .13	.33	-.02	.01
Early Childhood Education		- .19	.54	-.02	-.05
Missing Data -- GRE - Quantitative		.18	.76	.01	-.04
Library Media		- .08	.55	-.006	-.05
Constant		- .19			

R^2 = .40

R^2 (Adjusted) = .36

Standard Error of Estimate = .53

HEGIS Code: 0830

The adjusted R^2 was .26. Highlights may be summarized as follows:

- Grade Trends through Time:
  From a low for the study period in 1971 (-1.64), grades rose until 1974, when they began to decline through 1975 (-.60).
- There was no marked difference in grades recorded for the various graduate major fields.
- Hours Attempted (.007) had a positive impact. On the average, those who took more quarter hours of course work the quarter they were enrolled in Art 801 received higher grades.

TABLE 88

Regressand: Course Grades in Art 801 - Art Education for Children

Sample Mean = 3.39   S.D. = .51   N = 114

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .60	.48	-.56	.00
74	- .68	.48	-.67	-.07
73	- .34	.57	-.11	.09
72	- .50	.50	-.28	.12
71	-1.64	.68	-.30	-.26
GPA	.74	.16	.41	.44
Hours Attempted	.007	.003	.22	.18
Special Education	- .80	.78	-.15	-.07
Veteran	.25	.18	.47	.12
Female	- .12	.12	-.09	-.06
Missing Data -- Age	.32	.35	.31	-.12
Education Administration	.71	.77	.13	.11
Age	- .008	.008	-.11	-.01
Early Childhood Education	- .18	.57	-.09	-.05
Business Education	- .31	.73	-.06	-.07
Missing Data -- MAT	- .008	.18	-.04	-.19
Undeclared	- .02	.58	-.008	-.01
MAT	.008	.02	.04	.15
Secondary Education	.10	.60	.04	.05
Elementary Education	.07	.58	.06	-.005
Constant	.70			

R^2 = .38

R^2 (Adjusted) = .26

Standard Error of Estimate = .44

HEGIS Code: 0831

EARLY CHILDHOOD EDUCATION 748

The adjusted R^2 was .40. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades increased during the study period by slightly less than one quarter of a letter grade, with a dip in 1974 (.13).

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Leadership Planning (-.80).

TABLE 89

Regressand: Course Grades in Early Childhood Education 748 -
Methods & Materials in Mathematics in Early Childhood Education

Sample Mean = 3.69   S.D. = .46   N = 171

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.25	.14	.27	.15
74	.13	.14	.12	-.09
73	.25	.14	.21	-.02
72	.08	.18	.50	-.05
GPA	.81	.12	.04	.59
Age	- .01	.004	-.17	-.28
Leadership Planning	- .80	.38	-.13	-.11
Minority	- .12	.09	-.11	-.42
Library Media	- .04	.27	-.01	-.20
Counseling & Psychological Services	.43	.40	.07	.05
Undeclared	.18	.18	.07	-.01
Female	.14	.15	.06	-.01
MAT	.002	.003	.04	.26
Hours Attempted	- .001	.002	-.04	-.09
Missing Data -- MAT	.04	.06	.04	.06
Missing Data -- Age	- .19	.22	-.06	-.06
Veteran	- .08	.10	-.07	-.12
Reading Specialist	- .25	.41	-.04	-.05
Elementary Education	.07	.12	.06	.01
Early Childhood Education	.04	.11	.04	.004
Constant	.87			

R^2 = .46

R^2 (Adjusted) = .40

Standard Error of Estimate = .36

HEGIS Code: 0833

The adjusted R^2 was .32. Highlights may be summarized as follows:

* Grade Trends through Time:
  No trend has been derived for this course since not enough data are available.

* No major field recorded higher or lower grades on the average when other variables had been controlled for.

* Age (-.01) had a negative impact, meaning that older students received slightly lower grades on the average.

TABLE 90

Regressand: Course Grades in Curriculum & Instruction 742 -
Topics in School Mathematics Curriculum

Sample Mean = 3.77 S.D. = .44 N = 181

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.07	.06	.08	.06
73	- .17	.11	-.10	-.08
72	- .17	.14	-.08	-.11
GPA	.71	.11	.45	.45
GRE - Verbal	- .01	.009	-.66	-.16
Veteran	.14	.09	.15	.18
Special Education	1.21	1.75	.29	-.19
Undeclared	1.55	1.74	.73	-.13
Elementary Education	1.70	1.74	1.92	-.001
Age	- .01	.005	-.15	-.13
MAT	- .006	.004	-.10	-.02
Mathematics	1.66	1.73	.78	-.009
Missing Data -- MAT	- .07	.07	-.07	-.11
Missing Data -- Age	- .22	.17	-.13	-.10
Counseling & Psychological Services	2.20	1.78	.37	.04
Secondary Education	1.84	1.74	2.04	.06
Hours Attempted	- .0007	.001	-.03	-.09
Female	.04	.08	.03	.13
Leadership Planning	1.94	1.74	1.26	.12
Economics	2.82	2.58	.48	-.13
Missing Data -- GRE - Quantitative	- .33	.42	-.12	.06
Educational Administration	1.86	1.74	.63	-.09
Library Media	1.89	1.78	.32	.04
GRE - Quantitative	.003	.004	.17	-.12
Constant	6.86			

$R^2 = .40$

R^2 (Adjusted) = .32

Standard Error of Estimate = .36

HEGIS Code: 0833

CURRICULUM & INSTRUCTION 749

The adjusted R^2 was .35. Highlights may be summarized as follows:

- Grade Trends through Time: Grades remained very stable during the study period, fluctuating up or down by no more than .04 of a letter grade from year to year. The average grades were exactly the same at the end of the study period, 1975 (-.05) as they were at the beginning, 1971 (-.05).

- Again, there was no significant difference in the average grades received by the various majors.

- MAT (.004) had a positive impact. Students who had received high scores received higher average grades in ECI 749.

TABLE 91

Regressand: Course Grades in Curriculum & Instruction 749 -
Methods and Materials of Teaching Mathematics in the Elementary School

Sample Mean = 3.48 S.D. = .56 N = 637

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	- .05	.04	-.04	.07
73	- .07	.05	-.05	-.06
72	- .03	.08	-.01	.003
71	- .05	.09	-.02	-.02
GPA	.96	.07	.54	.59
Leadership Planning	.62	.47	.18	.10
Physical Education	- .46	.64	-.03	-.10
Minority	- .07	.05	-.05	-.33
Psychology	1.25	.64	.12	.05
MAT	.004	.002	.06	.14
Missing Data -- MAT	-.07	.04	-.06	-.14
GMAT - Verbal	.30	.26	.16	.05
Missing Data -- GRE - Verbal	.78	.65	.05	-.04
Hours Attempted	.001	.001	.05	.09
Elementary Education	.42	.45	.33	.03
Missing Data -- Age	.12	.10	.06	-.06
Veteran	.05	.05	.05	.11
Early Childhood Education	.49	.48	.09	-.01
Library Media	.18	.56	.02	-.05
Educational Administration	.46	.47	.10	-.06
Secondary Education	.44	.47	.12	-.05
GMAT - Total	- .02	.02	-.12	.05
Counseling & Psychological Services	.44	.50	.07	.02
Art	.24	.55	.02	.002
Special Education	.36	.45	.21	-.003
Female	.01	.07	.007	.09
Undeclared	.34	.46	.11	-.04
Reading Specialist	.26	.51	.05	.002
Business Education	[illegible]9	.56	.04	-.05
Constant	-1.25			

R^2 = .38

R^2 (Adjusted) = .35

Standard Error of Estimate = .45

HEGIS Code: 0833

The adjusted R^2 was .33. Highlights may be summarized as follows:

* Grade Trends through Time:
  Average grades were the same at the beginning and end of the study period (1971 [.01] and 1974 [.01]), but fluctuated in the interim. Between 1972 (.44) and 1973 (-.32), grades fell by three quarters of a letter grade.

* Female (.40) had a positive impact, but Veteran (-.28) and Missing Data -- Age (-.80) were negative. Thus, females and nonveterans received higher grades.

TABLE 92

Regressand: Course Grades in Curriculum & Instruction 638 -
Science in the School Curriculum

Sample Mean = 3.82   S.D. = .50   N = 137

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.01	.10	.009	.16
73	- .32	.11	-.26	-.25
72	.44	.22	.18	.007
71	.01	.20	.006	.03
GPA	.77	.17	.45	.42
Elementary Education	- .42	.25	-.42	-.23
Female	.40	.11	.36	.08
Missing Data -- Age	- .80	.23	-.41	-.29
Physical Education	.54	.41	.13	.04
Veteran	- .28	.11	-.33	.15
MAT	- .009	.005	-.13	-.02
Undeclared	- .35	.30	-.15	.02
Library Media	- .63	.53	-.11	.03
Educational Administration	- .46	.44	-.11	-.08
Reading Specialist	- .69	.54	-.12	.03
Educational Foundations	.24	.53	.04	.03
Art	- .38	.49	-.06	.03
Special Education	- .21	.33	-.07	.06
GRE - Quantitative	.008	.007	.23	.04
Minority	.06	.10	.05	-.13
Missing Data -- MAT	- .06	.10	-.05	-.19
Secondary Education	- .07	.26	-.06	.12
Leadership Planning	- .04	.29	-.03	.12
Biological Sciences	-1.08	1.11	-.32	-.04
Missing Data -- GRE - Verbal	- .78	.82	-.26	.02
GRE - Verbal	- .002	.004	-.09	.05
Hours Attempted	.0004	.002	.02	.10
Age	.0007	.005	.01	.08
Constant	- .006			

R^2 = .46

R^2 (Adjusted) = .33

Standard Error of Estimate = .41

HEGIS Code: 0834

CURRICULUM & INSTRUCTION 639

The adjusted R^2 was .31. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades fluctuated through time and eventually declined .28 of a letter grade between 1971 (.17) and 1974 (-.11).

- There was no significant difference in the grades received by majors when other personal and academic characteristics had been controlled for.

TABLE 93

Regressand: Course Grades in Curriculum and Instruction 639 - Environmental Science for Elementary Teachers

Sample Mean = 3.84 S.D. = .38 N = 161

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	- .11	.07	-.12	-.004
73	.20	.14	.11	.09
72	.02	.12	.01	.05
71	.17	.16	.09	-.006
GPA	.64	.12	.46	.53
Veteran	.15	.08	.31	.41
Educational Administration	- .65	.35	-.13	-.18
Undeclared	.24	.17	.10	.06
MAT	- .003	.003	-.05	-.04
Leadership Planning	- .10	.17	-.04	-.02
Missing Data -- Age	.09	.13	.10	-.31
Female	- .05	.10	-.04	.15
Secondary Education	.06	.15	.03	-.02
Hours Attempted	- .0007	.001	-.04	.02
Minority	- .04	.11	-.04	-.41
Age	.001	.004	.03	.07
Missing Data -- MAT	.01	.07	.02	-.17
Counseling & Psychological Services	.07	.34	.01	.03
Reading Specialist	.06	.33	.01	.03
Art	.06	.33	.01	.03
Special Education	- .02	.17	-.009	-.04
Constant	1.40			

R^2 = .39

R^2 (Adjusted) = .31

Standard Error of Estimate = .32

HEGIS Code: 0834

CURRICULUM & INSTRUCTION 740

The adjusted R^2 was .15. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades dropped by half a letter grade between 1971 (.26) and 1972 (-.23), but then rose by a quarter of a letter grade by 1975 (.07).
- * Hours Attempted (.004) had a positive impact. Students taking relatively more credit hours the quarter they took ECI 740 received higher grades in that course.

TABLE 94

Regressand: Course Grades in Curriculum and Instruction 740 -
Strategies of Instruction in Science

Sample Mean = 3.78 S.D. = .49 N = 199

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.07	.10	.07	.003
74	.09	.11	.08	.11
72	- .23	.13	-.16	-.15
71	.26	.17	.13	.07
GPA	.76	.15	.40	.33
Educational Administration	- .68	.48	-.14	-.16
Special Education	.09	.40	.03	-.08
Veteran	- .11	.08	-.11	-.009
Hours Attempted	.004	.002	.20	.04
Leadership Planning	.17	.35	.11	.01
Age	.006	.005	.10	.12
GRE - Verbal	.007	.02	.10	.08
Missing Data -- GRE - Verbal	.60	.75	.15	.03
Biological Sciences	.74	.43	.24	.07
GRE - Quantitative	- .004	.01	-.11	.06
Elementary Education	.37	.33	.38	-.01
Minority	.08	.10	.06	-.06
Reading Specialist	.76	.58	.11	.03
Missing Data -- MAT	.05	.07	.05	-.06
Undeclared	.53	.37	.22	-.003
Secondary Education	.45	.33	.43	.05
Library Media	.57	.47	.12	.04
Business Education	.35	.58	.05	.03
MAT	- .002	.003	-.04	.05
Missing Data -- Age	.04	.24	.01	.02
Female	.01	.09	.01	.05
Constant	-1.68			

R^2 = .26

R^2 (Adjusted) = .15

Standard Error of Estimate = .45

HEGIS Code: 0834

The adjusted R^2 was .26. Highlights may be summarized as follows:

* Grade Trends through Time:
With a dip in 1974 (-.12), grades rose between 1971 (-.04) and 1975 (.06). The total average grade change was only .10 of a letter grade, however.

* Minority (.18) had a positive impact, meaning that minority students recorded higher grades by .18 of a letter grade when other characteristics were controlled from consideration.

TABLE 95

Regressand: Course Grades in Curriculum and Instruction 750 - Social Science Education in the Elementary School

Sample Mean = 3.68 S.D. = .49 N = 365

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.06	.30	.06	.09
74	- .12	.31	-.10	-.07
73	.01	.31	.01	.001
72	- .02	.31	-.01	-.002
71	- .04	.32	-.02	-.05
GPA	1.02	.09	.58	.49
Minority	.18	.07	.18	-.13
Physical Education	- .62	.40	-.09	-.10
Early Childhood Education	- .28	.31	-.07	-.05
Undeclared	- .16	.28	-.06	-.08
Educational Administration	.29	.31	.07	.04
Veteran	.07	.07	.11	.07
Female	- .10	.07	-.07	-.003
Secondary Education	- .09	.28	-.03	-.05
Leadership Planning	- .06	.28	-.02	-.006
Business Education	.32	.50	.03	.03
Missing Data -- Age	.07	.13	.05	-.06
Age	.002	.003	.03	-.04
Counseling & Psychological Services	.12	.33	.02	.01
Missing Data -- MAT	- .01	.06	-.01	-.10
Reading Specialist	.07	.32	.02	.03
MAT	- .0007	.003	-.01	.008
Special Education	.07	.34	.01	.01
Elementary Education	.03	.25	.02	.07
Constant	- .10			

R^2 = .31

R^2 (Adjusted) = .26

Standard Error of Estimate = .43

HEGIS Code: 0834

The adjusted R^2 was .25. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Average grades rose and fell throughout the study period, but the total change between 1971 (.40) and 1975 (.45) was an increase of only .05 of a letter grade.
- * There was no significant difference in the grades received by the different major fields.
- * Minority (-.14) had a negative impact, but Female (.14) was positive. Thus, females and nonminority students recorded higher grades on the average when other personal and academic characteristics had been taken into consideration.

TABLE 96

Regressand: Course Grades in Curriculum and Instruction 752 - Methods & Materials of Teaching Science in Elementary School

Sample Mean = 3.84 S.D. = .40 N = 439

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	.45	.16	.56	.04
	74	.50	.15	.60	.15
	73	.31	.16	.28	-.10
	72	.14	.16	.08	-.19
	71	.40	.29	.07	.03
GPA		.45	.07	.32	.42
Minority		- .14	.05	-.14	-.30
Female		.14	.06	.11	.18
Elementary Education		- .07	.08	-.06	.01
Secondary Education		- .15	.15	-.05	-.08
Hours Attempted		.001	.001	.06	-.04
Age		- .002	.002	-.04	-.12
Missing Data -- MAT		- .03	.04	-.03	-.12
Undeclared		.07	.12	.03	.07
Reading Specialist		.23	.36	.03	.02
MAT		- .001	.002	-.03	.004
Special Education		- .06	.13	-.02	-.04
Veteran		- .01	.04	-.02	.13
Library Media		.05	.36	.006	.02
Leadership Planning		- .02	.14	-.007	-.01
Constant		1.82			

$R^2 = .28$

R^2 (Adjusted) = .25

Standard Error of Estimate = .35

HEGIS Code: 0834

VOCATIONAL AND CAREER DEVELOPMENT 810

The adjusted R^2 was .36. Highlights may be summarized as follows:

- Grade Trends through Time:
  Data are available for two years only so grade changes over time cannot be interpreted.

- There was no decided difference in grades received by different majors taking VCD 810 when all other variables were controlled for.

TABLE 97

Regressand: Course Grades in Vocational and Career Development 810 - History and Philosophy of Vocational Education

Sample Mean = 3.45 S.D. = .52 N = 90

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	- .16	.11	-.15	-.12
73	.009	.15	.007	.09
GPA	.91	.19	.48	.58
Leadership Planning	.17	.14	.13	.26
Elementary Education	- .81	.44	-.16	-.09
GMAT - Verbal	.18	.13	.15	.09
Minority	- .18	.13	-.15	-.33
Missing Data -- MAT	.07	.11	.06	.17
Age	- .003	.006	-.05	-.12
Missing Data -- Age	.71	.63	.14	.11
Educational Administration	- .33	.31	-.11	-.04
Counseling & Psychological Services	- .07	.17	-.04	-.12
Hours Attempted	.0007	.002	.04	.11
Veteran	.02	.11	.02	.04
Constant	-5.67			

R^2 = .46

R^2 (Adjusted) = .36

Standard Error of Estimate = .42

HEGIS Code: 0839

MUSIC 709

The adjusted R^2 was .09. Highlights may be summarized as follows:

- * Grade Trends through Time:
  The three years of data available do not permit adequate generalization of grade changes over time.

- * No major field received outstandingly higher or lower grades in Music 709.

- * Hours Attempted (.008) and MAT (.02) had positive impacts, while Missing Data -- MAT (-.45) had a negative impact. On the average, then, those for which data are missing on the Miller Analogy Test, those who attempted fewer hours, and those with low scores on the Miller Analogy Test received lower grades in this course.

- * Of special note, a student's grade point average (.25) does not have as large an effect on the grade received for this course as it does for most other courses. Usually, GPA explains the greatest proportion of the data variation, as evidenced by a large simple r. The simple r for GPA in Music 709, however, is only .11. Also, after the course year variables have been forced into the multiple regression equation, the other variables are entered in order of their ability to explain data variation. In all other courses studied, GPA was the first such variable after the course year variables. In Music 709, however, GPA enters as the fourth explanatory variable.

TABLE 98

Regressand: Course Grades in Music 709 - Ensemble

Sample Mean = 3.88 S.D. = .35 N = 107

Regressors	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.01	.11	.02	-.14
74	.16	.10	.20	.14
72	- .07	.18	-.04	-.07
Hours Attempted	.008	.003	.32	.20
Music Education	.10	.09	.14	.18
Missing Data -- Age	.23	.23	.17	.10
GPA	.25	.13	.22	.11
GRE - Quantitative	- .001	.001	-.26	-.06
Early Childhood Education	.58	.39	.16	.03
Missing Data -- MAT	- .45	.18	-.47	-.01
MAT	.02	.01	.43	.08
Missing Data -- GRE - Verbal	.24	.18	.24	.004
GRE - Verbal	- .001	.0008	-.22	-.04
Female	.05	.08	.06	.11
Age	.003	.005	.06	.09
Undeclared	.17	.40	.05	.03
Elementary Education	.10	.36	.03	.03
Secondary Education	- .06	.31	-.03	.07
Leadership Planning	.05	.36	.01	.03
Constant	2.83			

R^2 = .24

R^2 (Adjusted) = .09

Standard Error of Estimate = .34

HEGIS Code: 1020

HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY 778

The adjusted R^2 was .31. Highlights may be summarized as follows:

* Grade Trends through Time:
  Only one year, 1975, was available so no grade change over time can be studied.

* There was no significant difference in grades received by different majors when other academic and personal characteristics were controlled for.

* Minority (-.19) had a negative impact. Thus, on the average, minority students received lower grades by .19 of a grade in HPRS 778.

TABLE 99

Regressand: Course Grades in Health, Physical Education, Recreation, and Safety 778 - Problems in School Health

Sample Mean = 3.63 S.D. = .48 N = 150

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.01	.08	.009	.03
GPA	.60	.15	.36	.48
Minority	- .19	.09	-.19	-.45
Elementary Education	- .20	.19	-.21	-.21
Undeclared	- .55	.28	-.18	-.13
Hours Attempted	.004	.003	.10	.08
Female	- .12	.09	-.11	.06
Veteran	.02	.08	.03	.29
Age	- .005	.006	-.07	-.11
Secondary Education	.07	.24	.04	.08
Missing Data -- Age	- .11	.16	-.09	-.27
Missing Data -- MAT	- .05	.11	-.04	-.18
Special Education	- .13	.50	-.02	-.11
Physical Education	- .04	.20	-.04	.19
MAT	.0008	.005	.01	-.003
Constant	1.82			

R^2 = .38

R^2 (Adjusted) = .31

Standard Error of Estimate = .40

HEGIS Code: 1214

The adjusted R^2 was .19. Highlights may be summarized as follows:

- Grade Trends through Time:
  No single trend of inflation or deflation existed for average grades in BA 807. The total change between 1971 (-.07) and 1975 (.02) was less than .10 of a letter grade.

- Age (.01) had a slight positive impact, so that older students recorded higher grades on the average.

- GMAT - Total (.02) had a positive impact, although GMAT - Quantitative (-.11) and GMAT - Verbal (-.13) were negative. Thus, students receiving relatively low scores on either the quantitative or verbal sections of the GMAT and students recording higher scores on the total GMAT received higher grades in BA 807.

TABLE 100

Regressand: Course Grades in Business Administration 807 - Legal Concepts

Sample Mean = 3.52   S.D. = 55   N = 246

Regressor	Estimators	Standard Error of Estimator	β	Simple r
Course Year: 75	.02	.08	.02	.03
73	- .05	.13	-.02	-.05
72	.06	.14	.03	-.0003
71	- .07	.38	-.01	-.004
GPA	.71	.10	.44	.40
Economics	- .41	.32	-.10	-.08
Age	.01	.006	.16	.14
Leadership Planning	- .45	.33	-.12	-.007
Management	- .03	.23	-.02	-.09
Business Education	- .38	.32	-.11	-.07
Criminal Justice	- .75	.57	-.08	-.06
Political Science	.78	.57	.09	.05
GRE--Quantitative	.01	.01	.07	.05
Real Estate	.34	.31	.09	.09
Marketing	.23	.25	.11	.08
Actuarial Science	.40	.43	.06	.08
Insurance & Risk	- .26	.31	-.07	-.05
Female	.11	.11	.06	.06
Minority	.06	.11	.03	-.04
Counseling & Psychological Services	.26	.43	.04	.08
Undeclared	- .13	.27	-.05	.02
Decision Science	- .13	.35	-.03	.05
Secondary Education	- .13	.43	-.02	-.004
GMAT--Verbal	- .13	.04	-1.14	.09
GMAT--Total	.02	.006	1.70	.12
GMAT--Quantitative	- .11	.04	-1.04	.08
Missing Data--GMAT--Verbal	.05	.09	.04	-.03
Finance	.08	.24	.06	.04
Accounting	.07	.26	.03	-.01
Veteran	- .005	.05	-.007	.02
International Business	.03	.31	.009	-.007
Constant	- 9.22			

R^2 = .29

R^2 (Adjusted) = .19

Standard Error of Estimate = .50

HEGIS Code: 1401

BUSINESS LAW 825

The adjusted R^2 was .28. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades declined from 1971 (.29) to 1973 (-.26), but increased somewhat by 1975 (-.07). The net change in grades for this course was .36 of a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Insurance and Risk (1.17)

- No major field recorded lower average grades for this course.

TABLE 101

Regressand: Course Grades in Business Law 825 -
Legal Aspects of the Management Process

Sample Mean = 3.49 S.D. = .53 N = 126

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .07	.11	-.06	.06
73	- .26	.14	-.16	-.17
72	- .23	.27	-.08	.003
71	.29	.32	.09	.09
GPA	.83	.15	.51	.54
Insurance & Risk	1.17	.56	.38	.17
Real Estate	.36	.59	.15	-.14
Accounting	.82	.55	.47	.03
Urban Administration	.18	.74	.03	-.08
Missing Data -- GMAT - Total	.08	.11	.07	.04
Minority	- .25	.22	-.11	-.09
GMAT - Verbal	- .008	.009	-.08	.05
Female	.16	.16	.09	.21
Decision Sciences	.84	.62	.24	.05
Age	.007	.01	.06	-.004
Information Systems	.96	.76	.16	.08
Finance	.68	.55	.57	.04
Management	.65	.56	.59	-.02
Actuarial Science	.80	.73	.13	.08
Marketing	.58	.55	.31	-.13
Undeclared	.56	.63	.16	-.05
Missing Data -- MAT	- .57	.73	-.09	-.08
Leadership Planning	.51	.75	.08	.08
Veteran	- .02	.06	-.03	-.03
Hours Attempted	- .0003	.002	-.01	.10
Constant	.76			

R^2 = .42

R^2 (Adjusted) = .28

Standard Error of Estimate = .45

HEGIS Code: 1408

ENGLISH 883

The adjusted R^2 was .48. Highlights may be summarized as follows:

* Grade Trends through Time:
Grades increased from a low point in 1971 (-.52) to 1974 (-.09) by a full .43 of a letter grade, but then declined by .21 of a grade in 1975 (-.30).

* When all personal and academic variables of this multiple regression equation had been controlled for, no major field recorded higher or lower grades in English 883.

* MAT (.01) had a positive impact. Thus, those with higher scores on the Miller Analogy Test had higher grades in this course.

TABLE 102

Regressand: Course Grades in English 883 - American Romanticism

Sample Mean = 3.38 S.D. = .63 N = 98

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	- .30	.27	-.24	-.11
	74	- .09	.26	-.07	.11
	73	- .10	.31	.04	.09
	71	- .52	.33	-.16	-.12
GPA		1.57	.20	.71	.67
Secondary Education		- .41	.40	-.33	-.29
MAT		.01	.007	.13	.17
Hours Attempted		- .004	.003	-.12	.12
Female		- .10	.11	-.07	-.03
Missing Data -- GRE - Verbal		.20	.19	-.15	-.22
GRE - Verbal		- .001	.001	-.10	.15
Library Media		- .35	.57	-.06	.10
GRE - Quantitative		.0005	.001	.04	-.16
Minority		.05	.18	.03	-.13
History		- .28	.66	-.04	.10
English		- .17	.40	-.13	.22
Leadership Planning		- .20	.53	-.04	.03
Undeclared		- .12	.61	-.02	.10
Veteran		- .03	.12	-.03	.13
Missing Data -- Age		- .07	.27	-.03	-.23
Constant		-1.43			

$R^2 = .58$

R^2 (Adjusted) = .48

Standard Error of Estimate = .46

HEGIS Code: 1502

ENGLISH 800

The adjusted R^2 was .38. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades declined the first year of the study, then rose to 1973 (-.70), where they stabilized until there was a further increase in 1975 (-.43).

- No major field recorded either higher or lower average grades in ENG 800.

- Age (-.009) had a negative impact. Younger students, then, received higher average grades when other variables of the multiple regression equation had been controlled for.

TABLE 103

Regressand: Course Grades in English 800 -
Bibliography, Research Methods, and Literary Theory

Sample Mean = 3.22   S.D. = .61   N = 248

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .43	.40	-.31	.18
74	- .70	.40	-.54	-.04
73	- .70	.40	-.48	-.007
72	- .84	.40	-.48	-.13
71	- .81	.42	-.32	-.06
GPA	1.26	.13	.56	.56
English	.57	.50	.46	.14
Leadership Planning	.63	.54	.18	.12
Age	- .009	.004	-.12	-.01
Elementary Education	- .11	.58	-.02	-.10
Reading Specialist	- .09	.58	-.01	-.16
Female	.09	.08	.07	.08
Undeclared	.51	.54	.13	.03
Missing Data -- Age	- .21	.23	-.07	-.08
Education Administration	.04	.62	.006	-.03
GRE - Verbal	- .0007	.0007	-.05	.13
GRE - Quantitative	.0004	.0006	.04	.06
Library Media	.43	.58	.08	-.04
Veteran	- .04	.09	-.04	.10
Educational Foundations	.07	.71	.008	-.02
Missing Data -- MAT	.04	.10	.03	-.009
Minority	.03	.10	.02	-.13
MAT	.002	.005	.02	.10
Missing Data -- GRE - Quantitative	- .04	.11	-.03	-.11
Secondary Education	.28	.51	.23	-.11
Counseling & Psychological Services	.34	.65	.05	.04
Constant	- .61			

R^2 = .44

R^2 (Adjusted) = .38

Standard Error of Estimate = .48

HEGIS Code: 1511

MATHEMATICS 711

The adjusted R^2 was .49. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Average grades rose and fell during the study period. Only a .03 change in letter grades was recorded from 1971 (-.06) to 1975 (-.03).

- * Again, no significant difference in grades was received by the different graduate majors.

- * Missing Data -- GMAT - Total (1.34) had a marked positive impact. Students missing data on the GMAT from their student records received higher grades by one and three-quarters of a letter grade than the average.

TABLE 104

Regressand: Course Grades in Mathematics 711 - The Real Number System

Sample Mean = 3.19 S.D. = .72 N = 104

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .03	.16	-.02	-.02
74	- .30	.18	-.18	.04
72	.02	.20	.01	-.003
71	- .06	.28	-.02	-.12
GPA	1.44	.17	.69	.69
Missing Data -- GMAT - Total	1.34	.65	.18	.16
Missing Data -- MAT	.21	.15	.11	.13
Mathematics	.25	.37	.14	.20
Hours Attempted	.004	.003	.11	.14
Minority	- .14	.17	-.08	-.23
Educational Administration	- .47	.68	-.06	-.16
Elementary Education	.46	.62	.06	.11
GRE - Verbal	- .0005	.002	-.03	-.06
Secondary Education	.10	.35	.06	-.18
MAT	- .005	.008	-.05	.12
Female	- .07	.14	-.04	.04
Missing Data -- GRE - Quantitative	- .07	.29	-.02	-.09
Veteran	- .04	.14	-.03	-.06
Missing Data -- Age	- .06	.42	-.01	.03
Undeclared	- .06	.50	-.01	.06
Constant	-2.88			

R^2 = .57

R^2 (Adjusted) = .49

Standard Error of Estimate = .52

HEGIS Code: 1701

MATHEMATICS 795

The adjusted R^2 was .50. Highlights may be summarized as follows:

- * Grade Trends through Time
  Grades increased from 1971 (.19) to 1974 (.34), but then began a decline in 1975 (.02). The total change, then, was .17 of a letter grade.
- * No major field averaged higher or lower grades in Math 795.
- * Minority (-.29) and MAT (-.02) had negative impacts. Thus, controlling for other academic and personal variables, minorities and those with high scores on the Miller Analogy Test received relatively low grades in this course.

TABLE 105

Regressand: Course Grades in Mathematics 795 - Applied Statistics I

Sample Mean = 3.32 S.D. = .92 N = 255

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.02	.19	.01	-.21
74	.34	.20	.15	.15
73	.20	.21	.02	.06
71	.19	.35	.03	.06
GPA	1.38	.14	.61	.70
Leadership Planning	- .47	.31	-.08	.02
Minority	- .29	.12	-.14	-.42
MAT	- .02	.01	-.09	.006
Secondary Education	.21	.17	.07	.18
Missing Data -- MAT	.25	.19	.07	.06
Hours Attempted	.004	.003	.09	.18
Female	.14	.10	.07	.13
Veteran	- .16	.09	-.09	-.01
GRE - Quantitative	.002	.002	.06	.10
Educational Foundations	- .75	.71	-.05	-.02
Educational Administration	- .17	.31	-.03	.02
Missing Data -- GRE - Verbal	.11	.19	.03	-.09
GRE - Verbal	- .001	.002	-.04	.01
Criminal Justice	- .04	.14	-.02	-.19
GMAT - Verbal	- .03	.09	-.04	-.03
Age	- .007	.008	-.05	.09
Finance	.30	.80	.02	.05
Elementary Education	.27	.41	.03	.08
Human Resources	.13	.18	.04	.08
Sociology	- .14	.53	-.01	-.03
Undeclared	.08	.18	.02	-.02
Missing Data -- GMAT - Quantitative	- .13	.54	-.02	-.04
Counseling & Psychological Services	.10	.36	.01	-.04
Physical Resources	.05	.17	.01	-.03
Political Science	.05	.19	.01	.05
Missing Data -- Age	- .05	.23	-.01	.04
Biology	- .11	.66	-.007	.05
Mathematics	- .10	.69	-.007	.05
GMAT - Total	- .001	.01	-.01	-.05
Constant	.82			

R^2 = .57

R^2 (Adjusted) = .50

Standard Error of Estimate = .65

HEGIS Code: 1702

The adjusted R^2 was .37. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Every other year, grade trends reversed for the course so that no consistent change can be determined. However, an overall increase of .15 of a letter grade between 1971 (.11) and 1975 (.26) can be noted.

- * Major fields did not record significantly higher or lower grades in QM 615.

- * Female (.21) had a positive impact. Thus, when all other variables were controlled for, females received higher grades in this quantitative methods course by almost a quarter of a letter grade.

TABLE 106

Regressand: Course Grades in Quantitative Methods 615 -
Mathematical Decision Methods

Sample Mean = 3.04 S.D. = 1.01 N = 519

Regressor	Estimator	Standard Error of Estimator	ß	Simple r
Course Year: 75	.26	.60	.11	.05
74	.11	.60	.05	.008
73	.13	.60	.05	.04
72	.02	.60	.006	-.08
71	.11	.61	.007	-.04
GPA	1.27	.09	.57	.58
MAT	- .05	.03	-.09	-.16
Leadership Planning	- .80	.69	-.05	-.09
Hours Attempted	- .0007	.002	-.02	-.06
Real Estate	.69	.37	.14	-.05
Finance	.44	.33	.18	.09
Accounting	.42	.34	.16	.02
Economics	.68	.41	.10	.06
Female	.21	.10	.08	.15
Management	.34	.33	.15	-.01
Secondary Education	.90	.58	.07	.07
GMAT - Quantitative	.03	.02	.15	.26
Political Science	-.80	.82	-.06	-.08
GRE - Quantitative	.003	.004	.04	.08
Missing Data -- MAT	.47	.36	.06	.14
Age	- .009	.007	-.05	-.08
Educational Administration	- .36	.67	-.02	-.003
GRE - Verbal	.003	.005	.04	.05
Missing Data -- GMAT - Total	- .08	.10	-.03	-.01
International Business	.27	.37	.05	-.03
Counseling & Psychological Services	.69	.80	.04	-.09
Information Systems	.26	.38	.05	-.05
GMAT - Verbal	.02	.02	.11	.20
GMAT - Total	- .002	.002	-.15	.28
Undeclared	.29	.47	.03	-.02
Veteran	- .05	.06	-.03	.08
Missing Data -- Age	- .12	.15	-.03	.02
Decision Science	.21	.46	.02	.01
Music Education	- .23	.88	-.01	-.002
Minority	.03	.13	.01	-.07
Health Administration	.15	.48	.01	.03
Insurance & Risk	.09	.38	.01	.03
Marketing	.07	.35	.02	-.07
Missing Data -- GRE - Verbal	- .14	.85	-.01	.04
Constant	-3.02			

R^2 = .42

R^2 (Adjusted) = .37

Standard Error of Estimate = .80

HEGIS Code: 1703

BUSINESS ADMINISTRATION 810

The adjusted R^2 was .35. Highlights may be summarized as follows:

* Grade Trends through Time:
Grades declined steadily in this course from 1971 (-.15) to 1975 (-.35), then increased slightly in 1975 (-.34).

* Majors Receiving Higher Grades on the Average (Positive Estimators):
Actuarial Science (.64) and Decision Science (.45).

* Majors Receiving Lower Grades on the Average (Negative Estimators):
Insurance & Risk (-.30)

* Missing Data -- GMAT - Total (-.10) had a negative impact.

TABLE 107

Regressand: Course Grades in Business Administration 810 - Applied Decision Science

Sample Mean = 3.24 S.D. = .79 N = 1090

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	- .34	.37	-.21	.006
	74	- .35	.37	-.21	.005
	73	- .34	.37	-.15	-.002
	72	- .28	.38	-.09	-.02
	71	- .15	.39	-.03	.02
GPA		1.25	.06	.58	.58
Age		- .01	.004	-.07	-.08
Accounting		.11	.06	.05	.04
Actuarial Science		.64	.29	.05	.03
Missing Data -- GMAT - Total		- .10	.05	-.06	-.08
Insurance & Risk		- .30	.15	-.05	-.03
Decision Science		.45	.22	.05	.05
GMAT - Verbal		- .004	.01	-.03	.05
GMAT - Quantitative		.01	.01	.08	.20
Missing Data -- Age		- .12	.09	-.04	-.05
Health Administration		.48	.29	.04	.05
Real Estate		- .17	.11	-.04	-.08
Hours Attempted		- .001	.001	-.04	-.04
Information Systems		.21	.16	.03	.05
Political Science		.38	.64	.02	.006
International Business		- .10	.10	-.02	-.08
Management		- .04	.05	-.02	-.01
MAT		- .01	.01	-.03	-.04
Counseling & Psychological Services		.46	.47	.02	-.01
Minority		- .06	.07	-.02	-.11
Veteran		- .02	.03	-.02	.07
Economics		.11	.15	.02	.003
Secondary Education		- .39	.64	-.01	-.009
GMAT - Total		- .0007	.002	-.05	.16
Undeclared		- .03	.09	-.01	.009
GRE - Quantitative		- .02	.07	-.17	.03
Mathematics		.22	.64	.008	.03
GRE - Verbal		.04	.17	.16	.03
Leadership Planning		.06	.25	.006	-.01
Female		- .01	.06	-.004	.06
Educational Foundations		- .10	.64	-.004	.03
Constant		-12.98			

R^2 = .37

R^2 (Adjusted) = .35

Standard Error of Estimate = .63

HEGIS Code: 1703

BUSINESS ADMINISTRATION 811

The adjusted R^2 was .25. Highlights may be summarized as follows:

- Grade Trends through Time:
  With a dip in 1974 (.25), grades increased throughout the study period from 1971 (-.04) to 1975 (.33). The overall change was an increase of .37 of a letter grade.

- There was little difference in the grades recorded by the various major fields.

TABLE 108

Regressand: Course Grades in Business Administration 811 -
Applied Decision Science II

Sample Mean = 3.60 S.D. = .57 N = 812

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.33	.29	.28	.10
74	.25	.29	.21	-.02
73	.28	.29	.17	-.03
72	.17	.30	.06	-.05
71	- .04	.30	-.01	-.11
GPA	.83	.05	.50	.50
Undeclared	.03	.22	.01	-.02
Marketing	- .02	.22	-.007	-.06
Health Administration	- .35	.35	-.04	-.03
Missing Data -- MAT	.27	.22	.04	.01
Missing Data -- GMAT - Total	- .05	.04	-.04	-.10
Decision Science	.33	.29	.05	.04
Actuarial Science	.48	.41	.04	.03
Veteran	- .03	.03	-.03	-.008
Missing Data -- Age	- .05	.08	-.02	-.001
Counseling & Psychological Services	- .26	.54	-.01	-.04
International Business	.04	.22	.01	-.08
GMAT - Verbal	.004	.005	.04	.12
Insurance & Risk	.01	.25	.003	.004
GRE - Verbal	.002	.004	.02	.03
Female	- .03	.06	-.02	.04
Accounting	.13	.21	.07	-.03
GMAT - Total	- .0003	.0005	-.02	.15
Minority	- .03	.07	-.01	-.06
Real Estate	.07	.23	.02	-.03
Leadership Planning	.15	.35	.02	.007
Finance	.11	.21	.09	.06
MAT	- .004	.02	-.008	-.01
Age	.0007	.003	.006	-.03
Hours Attempted	.0002	.001	.006	-.08
Economics	.11	.25	.02	.02
Management	.10	.21	.08	.04
Information Systems	.10	.25	.02	.01
Mathematics	.10	.54	.006	.02
Missing Data -- GRE - Verbal	- .07	.49	-.006	.008
Constant	- .79			

R^2 = .28

R^2 (Adjusted) = .25

Standard Error of Estimate = .49

HEGIS Code: 1703

COUNSELING & PSYCHOLOGICAL SERVICES 610

The adjusted R^2 was .56. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades for CPS 610 were available for 1975 only, so no trend can be derived.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Physical Education (-1.64)

- Missing Data -- MAT (.22), MAT (.008) and Hours Attempted (.005) had positive impacts.

TABLE 109

Regressand: Course Grades in Counseling & Psychological Services 610 - Introduction to Psychological Services

Sample Mean = 3.36 S.D. = .62 N = 258

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.01	.06	.009	.007
GPA	.96	.09	.53	.68
Missing Data -- MAT	.22	.06	.18	.31
Hours Attempted	.005	.001	.16	.29
Counseling & Psychological Services	- .31	.42	-.17	.20
MAT	.008	.003	.14	.27
Physical Education	-1.64	.59	-.16	-.14
Minority	.11	.07	.07	-.12
Secondary Education	- .77	.44	-.20	-.14
Special Education	- .82	.45	-.20	-.21
Business Education	-1.17	.59	-.12	-.14
Age	- .005	.004	-.06	-.08
GRE - Verbal	.0008	.004	.01	.06
Educational Administration	- .59	.51	-.08	-.05
Elementary Education	- .56	.51	-.08	-.12
Missing Data -- Age	.08	.10	.04	.23
Leadership Planning	- .58	.59	-.06	-.04
Female	.02	.05	.02	-.02
Educational Foundations	- .28	..45	-.06	.05
Undeclared	- .28	.45	-.07	.03
Constant	- .79			

R^2 = .60

R^2 (Adjusted) = .56

Standard Error of Estimate = .41

HEGIS Code: 2001

The adjusted R^2 was .16. Highlights may be summarized as follows:

* Grade Trends through Time:
  Average grades decreased from year to year during the study period. Note that the estimator for each year is lower than the previous year. The change from 1972 (.05) to 1975 (-.11) was .16 of a letter grade.

* Veteran (-.10) had a negative impact in CPS 797. Therefore, veteran students received lower grades by .10 of a letter grade when other personal and academic characteristics, such as major, age, grade point average, and test scores, had been controlled from consideration.

TABLE 110

Regressand: Course Grades in Counseling & Psychological Services 797 - Research Seminar in Counseling

Sample Mean = 3.73   S.D. = .45   N = 371

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .11	.12	-.10	-.11
74	- .05	.12	-.06	-.02
73	.03	.11	.03	.10
72	.05	.13	.03	.01
GPA	.61	.09	.36	.38
Veteran	- .10	.05	-.10	-.10
Human Resources	- .66	.42	-.07	-.08
Undeclared	.25	.16	.08	.09
Criminal Justice	.26	.19	.06	.02
English	- .34	.25	-.07	-.08
Accounting	- .60	.42	-.07	-.08
Missing Data -- Age	- .19	.17	-.06	-.05
MAT	.003	.004	.05	.15
Age	- .001	.004	-.02	-.02
GMAT - Verbal	.07	.07	.05	.04
Elementary Education	- .08	.10	-.04	-.09
Hours Attempted	- .0008	.0007	-.06	.10
Missing Data -- GRE - Quantitative	- .87	.59	-.10	-.03
Psychology	- .58	.42	-.09	-.04
Female	- .03	.05	-.04	-.07
Missing Data -- MAT	- .04	.06	-.03	-.05
Secondary Education	- .08	.16	-.02	-.05
Educational Foundations	.08	.30	.01	.04
Minority	- .02	.07	-.01	-.17
Constant	.28			

R^2 = .22

R^2 (Adjusted) = .16

Standard Error of Estimate = .42

HEGIS Code: 2001

PSYCHOLOGY 601

The adjusted R^2 was .37. Highlights may be summarized as follows:

- Grade Trends through Time:
  Alternating years, average grades in PSY 601 rose and fell. The low point was at the beginning of the period, 1971 (-.42) and the high at the end (-.21), so that for this time grades rose.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Counseling & Psychological Services (-1.63) and Educational Foundations (-1.57). It is interesting that Counseling & Psychological Services majors recorded an average of more than one and a half letter grades lower in this psychology course than average.

- Missing Data -- GRE - Verbal (.27) and GRE - Quantitative (.001) had positive impacts.

TABLE 111

Regressand: Course Grades in Psychology 601 - Psychological Statistics II

Sample Mean = 3.59 S.D. = .64 N = 155

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .21	.76	-.14	-.09
74	- .21	.76	-.15	.13
73	- .37	.76	-.18	-.02
72	- .28	.75	-.18	-.04
71	- .42	.77	-.20	-.01
GPA	1.01	.19	.40	.48
Psychology	- .23	.53	-.10	.39
Counseling & Psychological Services	-1.63	.59	-.40	-.34
Educational Foundations	-1.57	.61	-.34	-.35
Age	- .01	.009	-.11	-.15
Missing Data -- GRE - Verbal	.27	.13	.19	-.16
GRE - Quantitative	.001	.0007	.16	.13
GRE - Verbal	- .0004	.0006	-.07	-.01
Leadership Planning	- .81	.62	-.17	-.05
Minority	.24	.21	.09	.05
Missing Data -- Age	- .23	.34	-.05	.02
Veteran	.06	.09	.05	.04
MAT	- .003	.004	-.05	-.11
Hours Attempted	.001	.002	.06	.06
Special Education	- .65	.75	-.08	-.07
Political Science	- .58	.77	-.07	-.07
Female	.02	.10	.01	.06
Constant	.16			

R^2 = .46

R^2 (Adjusted) = .37

Standard Error of Estimate = .51

HEGIS Code: 2001

The adjusted R^2 was .28. Highlights may be summarized as follows:

- Grade Trends through Time:
  1973 (-.23) was the low point for average grades in this course. Between 1971 (.09) and 1975 (-.04), there was a change of .13 of a letter grade.

- No major received higher or lower average grades when other variables had been controlled from consideration.

- Hours Attempted (-.002) had a negative impact. Students who attempted fewer hours the quarter they took PSY 616 recorded higher grades in that course.

TABLE 112

Regressand: Course Grades in Psychology 616 - Theories of Personality

Sample Mean = 3.70 S.D. = .56 N = 292

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .04	.24	-.03	.06
74	- .22	.23	-.19	-.02
73	- .23	.23	-.18	-.12
72	- .07	.24	-.04	.03
71	.09	.24	.04	.08
GPA	1.07	.12	.52	.51
Psychology	.10	.12	.09	.17
Human Resources	.65	.35	.10	.04
Hours Attempted	- .002	.001	-.11	-.03
MAT	.004	.003	.07	.17
Music Education	.36	.38	.05	.04
GMAT - Quantitative	.04	.05	.07	.07
Minority	.09	.11	.05	-.12
GRE - Quantitative	.0005	.0007	.05	.16
History	.39	.48	.05	[illegible]
Physical Education	.37	.48	.04	.03
Library Media	.42	.49	.04	.03
Age	- .004	.005	-.05	-.09
Leadership Planning	.10	.12	.04	-.03
English	.26	.51	.03	.03
Educational Foundations	- .28	.49	-.03	-.07
Veteran	.03	.07	.03	.03
Missing Data -- Age	.08	.22	.02	.08
Reading Specialist	- .18	.34	-.03	-.03
Elementary Education	- .08	.16	-.03	-.05
Undeclared	[illegible]	.50	-.02	-.07
Female	[illegible]	.07	.02	.07
Educational Administration	.16	.49	.02	.03
Missing Data -- GRE - Verbal	- .04	.12	-.03	-.21
GRE - Verbal	.0001	.0005	.02	.14
Art	- .13	.50	-.01	.03
Biology	- .09	.49	-.009	-.07
Missing Data -- MAT	.01	.07	.01	.03
Accounting	.12	.71	-.02	.03
Business Education	.06	.49	.006	.03
Constant	-1.86			

R^2 = .36

R^2 (Adjusted) = .28

Standard Error of Estimate = .48

HEGIS Code: 2001

PSYCHOLOGY 803

The adjusted R^2 was .28. Highlights may be summarized as follows:

- Grade Trends through Time:
  There was a consistent decline in grades in PSY 803 during the study period. From a high in 1971 (.33), grades declined steadily to 1975 (.09).

- There was no significant difference in the grades recorded for the different graduate majors.

TABLE 113

Regressand: Course Grades in Psychology 803 -
Advanced Sensation & Perception

Sample Mean = 3.41 S.D. = .67 N = 100

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.09	.32	.06	-.05
74	.25	.28	.18	.20
73	.27	.28	.18	-.15
71	.33	.36	.11	-.003
GPA	1.47	.24	.67	.55
GRE - Verbal	- .0007	.0009	-.11	.13
Missing Data -- GRE - Verbal	- .18	.21	-.12	-.20
Political Science	.58	.75	.09	.09
Veteran	.15	.15	.12	.12
Educational Foundations	- .85	.75	-.13	-.21
Age	.008	.01	.07	.01
Hours Attempted	- .002	.003	-.11	-.004
Minority	.19	.31	.09	-.10
Missing Data -- Age	- .30	.61	-.06	-.09
Counseling & Psychological Services	- .30	.55	-.06	-.09
GRE - Quantitative	- .0005	.001	-.06	.15
Missing Data -- MAT	- .24	.31	-.16	-.03
MAT	- .006	.01	-.11	.04
Female	- .09	.16	-.07	.06
Psychology	- .13	.37	-.06	.02
Special Education	.05	.48	.02	.03
Constant	-1.13			

R^2 = .42

R^2 (Adjusted) = .28

Standard Error of Estimate = .57

HEGIS Code: 2001

The adjusted R^2 was .17. Highlights may be summarized as follows:

- Grade Trends through Time:
  From 1971 (-.08) to 1972 (.48), grades increased by more than a full letter grade, then by a quarter of a grade the next year (.71). The trend reversed, however, and grades decreased the following year by half a letter grade. By 1975 (.61), the pattern increased again for an overall increase of .69 of a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Political Science (1.60)

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  None

TABLE 114

Regressand: Course Grades in Psychology 810 - Personality Dynamics

Sample Mean = 3.59 S.D. = .69 N = 112

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.61	.32	.40	.11
74	.26	.33	.16	.03
73	.71	.32	.38	.22
72	.48	.31	.25	-.0006
71	- .08	.33	-.04	-.31
GPA	1.34	.43	.33	.25
Political Science	1.60	.75	.22	.06
Missing Data -- Age	- .84	.70	-.16	-.11
MAT	.005	.01	.06	.15
Hours Attempted	.001	.002	.06	.05
Missing Data -- GRE - Verbal	.22	.20	.16	.08
GRE - Verbal	.001	.001	.14	.15
Special Education	.56	.67	.08	.06
Minority	.33	.41	.10	-.06
Leadership Planning	- .11	.33	-.03	.003
Female	.06	.15	.05	.08
Missing Data -- MAT	- .13	.28	-.07	-.14
Psychology	.06	.24	.04	-.07
Age	- .004	.01	-.03	-.03
Veteran	- .04	.13	-.03	-.04
Elementary Education	- .18	.71	-.02	-.08
Constant	-2.93			

R^2 = .32

R^2 (Adjusted) = .17

Standard Error of Estimate = .63

HEGIS Code: 2001

PSYCHOLOGY 813

The adjusted R^2 was .35. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades increased and decreased, but the total, overall effect was an increase of half a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Psychology (1.25) and Special Education (1.09). These two majors recorded higher grades by more than a full letter grade.

- No major received lower average grades.

TABLE 115

Regressand: Course Grades in Psychology 813 - Advanced Child Development

Sample Mean = 3.45 S.D. = .58 N = 112

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .33	.56	-.22	.10
74	- .41	.56	-.33	.03
73	- .55	.55	-.37	-.09
72	- .15	.54	-.10	.05
71	- .81	.55	-.38	-.17
GPA	1.03	.23	.42	.46
Psychology	1.25	.50	.95	.35
Special Education	1.09	.54	.45	-.008
Leadership Planning	.92	.55	.41	-.09
Counseling & Psychological Services	.78	.53	.37	-.17
Age	.01	.01	.14	.06
GRE - Quantitative	.001	.0008	.17	.21
MAT	- .007	.008	-.14	-.001
Veteran	.10	.11	.09	.18
Missing Data -- GRE - Quantitative	.15	.14	.12	-.32
Missing Data -- GMAT - Total	- .52	.74	-.08	.24
Elementary Education	.29	.61	.07	-.10
Minority	.10	.22	.05	-.08
Missing Data -- Age	- .13	.33	-.04	-.03
Female	.04	.12	.03	.07
Educational Foundations	- .12	.73	-.02	-.24
Hours Attempted	- .0002	.002	-.01	-.03
Missing Data -- MAT	- .02	.20	-.01	-.03
Constant	-1.68			

R^2 = .46

R^2 (Adjusted) = .35

Standard Error of Estimate = .47

HEGIS Code: 2001

PSYCHOLOGY 820

The adjusted R^2 was .16. Highlights may be summarized as follows:

- Grade Trends through Time:
  With a slight increase in 1974 (.18), grades fell during the study period from 1971 (.19) to 1975 (.10).
- Neither higher nor lower grades were recorded for the various graduate majors.

TABLE 116

Regressand: Course Grades in Psychology 820 - Evaluation of Abilities

Sample Mean = 3.77 S.D. = .53 N = 133

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.10	.34	.08	-.02
74	.18	.33	.17	.16
73	.15	.32	.12	-.02
72	.18	.34	.09	-.03
71	.19	.33	.12	-.09
GPA	.94	.22	.40	.44
Leadership Planning	- .08	.25	-.04	-.09
Female	.14	.10	.14	.15
Elementary Education	- .67	.57	-.11	-.12
Missing Data -- GRE - Verbal	- .11	.15	-.11	-.07
Minority	- .16	.20	-.07	-.13
Accounting	- .58	.56	-.09	-.13
Age	- .01	.01	-.12	-.12
Special Education	.28	.28	.12	.10
MAT	.008	.01	.11	.08
Undeclared	.37	.56	.06	.04
Veteran	- .04	.09	-.04	.03
Hours Attempted	- .0009	.002	-.06	.03
GRE - Quantitative	- .0005	.0008	-.07	.005
GRE - Verbal	.0004	.0008	.05	.14
Counseling & Psychological Services	.06	.18	.04	.05
Missing Data -- MAT	.06	.25	.04	-.03
Constant	.26			

R^2 = .30

R^2 (Adjusted) = .16

Standard Error of Estimate = .49

HEGIS Code: 2001

The adjusted R^2 was .09. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades rose by one quarter of a letter grade between 1971 (.06) and 1974 (.32), then fell in 1975 (.15).

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Psychology (.47). Thus, psychology majors received an average of half a letter grade higher (in this psychology course) than nonpsychology majors.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  None

- Missing Data -- GRE - Verbal (.29) had a positive impact.

TABLE 117

Regressand: Course Grades in Psychology 822 -
Assessment of Symbolic and Cognitive Functioning

Sample Mean = 3.82 S.D. = .43 N = 107

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.15	.13	.16	-.04
74	.32	.15	.26	.10
72	.18	.18	.12	.05
71	.06	.13	.05	.01
GPA	.99	.29	.36	.26
Psychology	.47	.16	.54	.17
Missing Data -- GRE - Verbal	.29	.14	.34	-.04
Minority	.25	.20	.16	.04
Female	- .15	.10	-.18	-.03
Veteran	.10	.09	.13	.07
Missing Data -- MAT	34	.21	.28	.13
Elementary Education	.63	.46	.14	.04
MAT	.01	.01	.17	-.03
GRE - Verbal	- .0005	.0008	-.10	.01
Missing Data -- Age	.22	.43	.07	.06
Leadership Planning	.08	.19	.05	-.07
Age	.005	.01	.05	-.07
Special Education	- .10	.22	-.05	-.11
Hours Attempted	- .0006	.001	-.04	-.05
GRE - Quantitative	.0002	.0008	.03	-.001
Undeclared	.06	.46	.01	.04
Constant	-1.35			

R^2 = .25

R^2 (Adjusted) = .09

Standard Error of Estimate = .41

HEGIS Code: 2001

The adjusted R^2 was .41. Highlights may be summarized as follows:

- Grade Trends through Time:
  With only a dip in 1974, grades rose steadily over the study period from 1971 (.05) to 1975 (.49).

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Psychology (.70), Secondary Education (.39), and Music Education (.38).

- No majors received lower grades on the average (negative estimators).

- GMAT - Quantitative (-1.18) and Hours Attempted (-.0007) had negative impacts. When other variables were controlled for, those with high scores on the quantitative section of the GMAT and those who attempted more hours the quarter they took CPS 601 received lower grades.

TABLE 118

Regressand: Course Grades in Counseling & Psychological Services 601 - Fundamentals of Guidance

Sample Mean = 3.73 S.D. = .46 N = 627

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	.49	.18	.20	.06
	74	.17	.15	.17	-.09
	73	.36	.15	.36	.23
	72	.22	.15	.20	-.05
	71	.05	.16	.04	-.16
GPA		.62	.07	.36	.34
Secondary Education		.39	.17	.25	.08
Educational Administration		- .03	.20	-.01	-.10
Art Education		- .54	.44	-.05	-.06
Physical Education		- .08	.23	-.02	-.09
GMAT - Quantitative		-1.18	.58	-.10	-.06
Psychology		.70	.33	.09	.03
Special Education		.11	.18	.04	-.03
Missing Data -- Age		- .11	.10	-.07	-.06
Human Resources		- .02	.26	-.004	-.04
Educational Foundations		- .02	.26	-.004	-.04
Accounting		.76	.44	.09	-.03
Music Education		.38	.19	.12	.04
Missing Data -- GRE - Verbal		- .41	.44	-.09	-.02
Criminal Justice		.75	.44	.06	.02
Early Childhood Education		.44	.24	.08	.01
Finance		.60	.45	.05	.02
Biology		.01	1.10	-.002	-.03
MAT		- .002	.002	-.03	.005
Business Education		.42	.29	.06	.04
Missing Data -- MAT		- .03	.04	-.03	-.05
Counseling & Psychological Services		.26	.16	.27	.05
Hours Attempted		- .0007	.0008	-.04	-.02
History		.45	.33	.05	.03
Library Media		.14	.20	.04	-.04
Undeclared		.19	.17	.09	-.05
Minority		.02	.05	.01	-.12
GRE - Quantitative		.01	.03	.14	.04
GRE - Verbal		- .009	.03	-.13	.02
Female		.03	.04	.02	.01
Reading Specialist		.26	.18	.11	-.001
Elementary Education		.23	.16	.24	-.001
Leadership Planning		.27	.19	.10	-.008
Veteran		- .02	.05	-.03	.01
Age		- .0007	.002	-.01	-.06
Sociology		- .29	2.04	.02	.02
Constant		37.52			

R^2 = .25

R^2 (Adjusted) = .20

Standard Error of Estimate = .41

HEGIS Code: 2004

The adjusted R^2 was .40. Highlights may be summarized as follows:

- Grade Trends through Time:
  Only 1974 data are available, so no trend can be presented.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Criminal Justice (.68)

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Finance (-1.30). Finance majors recorded an average of one and a third letter grade lower than those who weren't majoring in Finance.

- Age (-.01) had a slight negative impact. Thus, older students received relatively low grades in CPS 736 when their other personal and academic characteristics were controlled.

TABLE 119

Regressand: Course Grades in Counseling & Psychological Services 736 - Behavior Change Strategies I

Sample Mean = 3.51 S.D. = .64 N = 278

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.09	.09	.05	.08
GPA	1.09	.11	.53	.61
Finance	-1.30	.52	-.12	-.14
Criminal Justice	.68	.26	.13	.09
Age	- .01	.005	-.13	-.16
Minority	- .16	.09	-.09	-.26
Elementary Education	- .77	.50	-.07	-.05
Missing Data -- MAT	- .09	.06	-.07	-.03
Undeclared	.43	.35	.06	.06
Secondary Education	- .44	.35	-.06	-.07
Business Education	- .42	.36	-.06	-.07
Special Education	.25	.26	.05	.09
MAT	.003	.003	.05	.25
Female	.05	.07	.04	.15
Leadership Planning	- .10	.37	-.01	.06
Missing Data -- GRE - Verbal	.38	.71	.03	-.05
Psychology	.25	.50	.03	.06
Hours Attempted	- .0003	.002	-.009	.08
Missing Data -- Age	.04	.22	.009	.04
Veteran	.01	.09	.01	.15
Constant	- .49			

R^2 = .44

R^2 (Adjusted) = .40

Standard Error of Estimate = .49

HEGIS Code: 2004

The adjusted R^2 was .10. Highlights may be summarized as follows:

- * Grade Trends through Time:
  Grades fell from 1971 (-.08) to 1972 (-.12), then rose sharply the next year (.18). The trend of deflation then continued from that point to the end of the study period, 1975 (.10).

- * There was little difference in the grades recorded for graduate majors in this course.

- * Minority (.13) had a positive impact. Minority students averaged higher grades in this course than nonminority students.

TABLE 120

Regressand: Course Grades in Counseling and Psychological Services 741 - Group Counseling

Sample Mean = 3.77 S.D. = .43 N = 470

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	.10	.18	.08	-.02
	74	.14	.17	.16	.06
	73	.18	.17	.18	.13
	72	- .12	.17	-.09	-.15
	71	- .08	.18	-.05	-.10
GPA		.45	.08	.29	.25
Veteran		- .06	.05	-.06	-.09
Educational Foundations		- .66	.35	-.12	-.08
Sociology		- .87	.48	-.09	-.08
Minority		.13	.06	.00	-.01
Human Resources		- .38	.31	-.10	-.07
Criminal Justice		- .43	.33	-.09	-.11
Counseling & Psychological Services		- .17	.26	-.17	.04
Undeclared		- .25	.28	-.10	-.05
MAT		.003	.002	.06	.08
Psychology		- .30	.32	-.08	-.03
Business Education		.35	.49	.04	.02
Age		.003	.003	.04	.03
Missing Data -- GRE - Verbal		- .27	.37	-.07	-.02
Hours Attempted		.0006	.0008	.04	.02
GRE - Quantitative		- .003	.004	-.09	-.03
GRE - Verbal		.003	.006	.07	-.02
Accounting		.10	.49	.01	.03
Management		.26	.49	.05	.04
GMAT - Verbal		- .25	.63	-.22	.04
Finance		.10	.49	.01	.02
English		.02	.39	.003	.03
Educational Administration		- .15	.29	-.05	-.02
Music Education		- .20	.39	-.03	.03
Early Childhood Education		- .17	.35	-.03	-.02
Female		.007	.04	.008	.01
Biology		- .13	.63	-.01	.02
Missing Data -- GMAT - Total		-1.01	3.04	-.19	-.04
GMAT - Quantitative		- .02	.06	-.03	.01
Secondary Education		- .10	.28	-.04	.03
Elementary Education		- .11	.32	-.03	.007
Leadership Planning		- .09	.27	-.05	.04
Special Education		- .09	.30	-.03	-.02
Constant		11.63			

R^2 = .17

R^2 (Adjusted) = .10

Standard Error of Estimate = .41

HEGIS Code: 2004

The adjusted R^2 was .27. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades decreased one quarter of a letter grade during the study period, although changes from year to year fluctuated up and down.
- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Counseling & Psychological Services (.15)
- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Political Science (-1.08), Library Media (-.95), and Educational Foundations (-.41).
- Female (-.12) and GMAT - Quantitative (.05) had impacts on CPS 743. Females and students recording lower scores on the quantitative section of the GMAT received lower grades in this course.

TABLE 121

Regressand: Course Grades in Counseling & Psychological Services 743 -
Systematic Helping Skills I

Sample Mean = 3.66 S.D. = .50 N = 755

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .27	.15	-.25	-.22
74	- .04	.14	-.04	.08
73	- .06	.14	-.05	.08
72	.02	.15	.009	.06
71	- .01	.15	-.005	.04
GPA	.75	.06	.44	.42
Counseling & Psychological Services	.15	.07	.13	.12
Female	- .12	.03	-.12	-.07
Educational Foundations	- .41	.18	-.08	-.10
Library Media	- .55	.44	-.07	-.05
Sociology	.43	.32	.05	.04
Accounting	- .57	.31	-.06	-.07
English	- .51	.31	-.05	-.07
Biology	- .89	.51	-.06	-.05
Political Science	-1.08	.54	-.08	-.05
GMAT - Quantitative	.05	.02	.06	.04
Undeclared	.20	.11	.07	.02
MAT	.003	.002	.06	.12
Minority	.09	.05	.07	-.08
Business Education	.33	.20	.05	-.01
Criminal Justice	.27	.19	.05	-.03
Finance	.54	.43	.04	.02
Psychology	.13	.18	.02	.04
Early Childhood Education	.53	.43	.04	.02
Missing Data -- Age	- .09	.07	-.04	.005
Age	- .003	.002	-.04	-.01
Management	- .30	.24	-.04	-.06
Missing Data -- GRE - Quantitative	- .26	.22	-.05	-.02
Human Resources	.23	.31	.02	.03
Special Education	.06	.12	.02	-.03
GRE - Verbal	- .001	.003	-.02	.02
Physical Education	- .10	.19	-.02	-.09
Missing Data -- MAT	- .01	.03	-.01	.05
Educational Administration	- .06	.13	-.02	-.04
Secondary Education	- .03	.12	-.01	-.08
Hours Attempted	- .0002	.0007	-.01	.14
Constant	.50			

R^2 = .30

R^2 (Adjusted) = .27

Standard Error of Estimate = .43

HEGIS Code: 2004

The adjusted R^2 was .27. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades declined each year during the study period from 1971 (-.08) to 1975 (-.21) for an overall negative trend of .13 of a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Educational Foundations (1.19)

TABLE 122

Regressand: Course Grades in Counseling & Psychological Services 758 -
Laboratory in Counseling & Psychological Services

Sample Mean = 3.60 S.D. = .49 N = 444

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .21	.12	-.21	-.08
74	- .17	.12	-.15	.02
73	- .15	.12	-.08	.04
71	- .08	.13	-.03	.07
GPA	1.05	.09	.54	.52
Elementary Education	- .33	.37	-.05	-.10
Educational Foundations	1.19	.51	.11	.04
GMAT - Verbal	- .06	.08	-.04	-.08
Age	- .004	.003	-.06	-.07
Missing Data -- Age	- .14	.13	-.06	-.03
English	- .17	.51	-.02	-.06
Secondary Education	.47	.35	.09	.03
Physical Education	- .12	.51	-.01	-.06
Minority	.04	.06	.03	-.13
Psychology	.40	.35	.08	.03
MAT	- .001	.003	-.02	.08
Leadership Planning	.21	.30	.08	.04
Hours Attempted	.0002	.001	.01	.12
Special Education	.33	.41	.04	.05
Counseling & Psychological Services	.27	.28	.19	.02
Undeclared	.28	.30	.10	-.03
Educational Administration	.26	.33	.06	-.02
GRE - Verbal	- .006	.009	-.03	-.05
Female	- .006	.05	-.005	.02
GMAT - Quantitative	.003	.02	.006	-.02
Missing Data -- MAT	- .006	.05	-.006	-.02
Veteran	- .006	.05	-.007	.02
Constant	4.82			

R^2 = .31

R^2 (Adjusted) = .27

Standard Error of Estimate = .42

HEGIS Code: 2004

The adjusted R^2 was .42. Highlights may be summarized as follows:

- Grade Trends through Time:
  Estimators for average grades fluctuated between -.08 and .20 during the study period. The 1971 to 1974 change was an increase of one quarter of a letter grade.

- No major averaged higher grades in CPS 826.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Special Education (-1.08)

- MAT (.004) had a positive impact. Students with high scores on the Miller's Analogy Test had higher grades in tne course.

TABLE 123

Regressand: Course Grades in Counseling & Psychological Services 826 - Counseling Theory

Sample Mean = 3.56 S.D. = .56 N = 494

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.18	.05	.15	.22
73	- .08	.07	-.05	-.08
72	.20	.11	.07	.03
71	- .08	.12	-.03	-.03
GPA	1.22	.07	.60	.63
Special Education	-1.08	.45	-.09	-.12
MAT	.004	.002	.06	.18
Age	- .004	.003	-.05	-.08
Missing Data -- GMAT - Total	- .25	.45	-.03	-.05
English	.43	.45	.03	.03
Physical Education	.29	.33	.03	-.007
Sociology	- .47	.45	-.04	-.04
Educational Administration	- .28	.26	-.04	-.01
Veteran	- .04	.04	-.04	-.07
Missing Data -- MAT	- .05	.05	-.04	.04
GRE - Verbal	- .005	.007	-.02	-.05
Undeclared	.02	.17	.006	.0006
Accounting	- .34	.45	-.03	-.04
Criminal Justice	.15	.46	.01	-.04
Female	.01	.04	.01	.05
Counseling & Psychological Services	- .07	.14	-.04	.03
GMAT - Total	.002	.005	.02	.03
Psychology	- .11	.28	-.01	.01
Hours Attempted	- .0002	.001	-.01	.06
Leadership Planning	- .04	.18	-.01	.0006
Secondary Education	- .04	.21	-.009	-.03
Constant	1.10			

R^2 = .45

R^2 (Adjusted) = .42

Standard Error of Estimate = .43

HEGIS Code: 2004

The adjusted R^2 was .20. Highlights may be summarized as follows:

- Grade Trends through Time:
  No trend in grades through time can be ascertained, since only 1974 data are available.

- No major recorded higher or lower average grades when other variables of the multiple regression equation had been controlled for.

- Hours Attempted (-.004) had a negative impact. Students attempting more credit hours the quarter they took CPS 843 received lower grades on the average.

TABLE 124

Regressand: Course Grades in Counseling & Psychological Services 843 - Systematic Helping Skills II

Sample Mean = 3.62 S.D. = .50 N = 187

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.006	.09	.004	.10
GPA	.99	.15	.48	.38
Veteran	- .06	.07	-.07	-.16
Hours Attempted	- .004	.001	-.18	-.07
Education Administration	- .92	.52	-.13	-.09
Counseling & Psychological Services	- .35	.26	-.19	-.11
Female	- .14	.08	-.14	-.07
Minority	.20	.13	.12	.04
Leadership Planning	- .52	.41	-.11	-.02
Undeclared	- .29	.35	-.08	.04
Age	.006	.005	.09	.05
Missing Data -- MAT	.04	.07	.04	.14
GMAT - Verbal	.08	.13	.05	.06
MAT	- .001	.003	-.03	.02
Physical Education	.25	.52	.04	.06
Finance	.11	.54	.02	.06
Secondary Education	.04	.41	.009	.08
Constant	-2.18			

R^2 = .27

R^2 (Adjusted) = .20

Standard Error of Estimate = .44

HEGIS Code: 2004

COUNSELING & PSYCHOLOGICAL SERVICES 845

The adjusted R^2 was .26. Highlights may be summarized as follows:

* Grade Trends through Time:
  Grades increased from 1971 (-.18) to 1972 (-.10), but from then, they declined to 1975 (-.25). The overall trend, then, was negative.

* There was little difference in the grades received by different graduate majors when other variables were controlled out of consideration.

* Age (-.01) had a negative impact while Hours Attempted (.002) was positive.

TABLE 125

Regressand: Course Grades in Counseling & Psychological Services 845-
Advanced Group Counseling

Sample Mean = 3.73 S.D. = .44 N = 146

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	-.25	.10	-.25	-.18
74	-.15	.10	-.13	.04
72	-.10	.11	-.09	.09
71	-.18	.15	-.10	-.08
GPA	.93	.16	.50	.49
Age	-.01	.005	-.17	-.11
Elementary Education	.82	.46	.15	.05
Hours Attempted	.002	.001	.14	.26
Psychological	.51	.36	.16	.09
GMAT - Verbal	.12	.11	.09	.05
Missing Data -- Age	-.19	.25	-.07	-.09
Undeclared	.18	.28	.09	-.009
MAT	.004	.006	.05	.09
Leadership Planning	-.08	.28	-.04	-.009
GRE - Verbal	.004	.005	.09	-.07
Political Science	.40	.53	.07	.05
Secondary Education	.17	.37	.04	-.06
Missing Data -- MAT	-.04	.09	-.04	.01
Counseling & Psychological Services	.04	.24	.04	.03
Female	-.02	.08	-.03	.005
Physical Education	-.12	.47	-.02	-.14
Minority	.02	.10	.02	-.18
Veteran	.01	.07	.01	.05
Constant	-5.88			

R^2 = .37

R^2 (Adjusted) = .26

Standard Error of Estimate = .38

HEGIS Code: 2004

The adjusted R^2 was .32. Highlights may be summarized as follows:

- Grade Trends through Time:
  With the exception of 1972 (.08), when grades increased by a quarter of a letter grade, the trend for grades in this course was stable throughout the period.

- No major field recorded significantly higher or lower grades in this course when other student characteristics were held constant.

TABLE 126

Regressand: Course Grades in Counseling and Psychological Services 849 - Individual Analysis

Sample Mean = 3.54 S.D. = .59 N = 416

Regressor	Estimator	Standard Error of Estimator	ß	Simple r
Course Year: 75	- .22	.52	-.19	-.02
74	- .22	.52	-.18	.05
73	- .27	.51	-.16	-.04
72	.08	.51	.03	.06
71	- .21	.53	-.06	-.06
GPA	1.31	.10	.57	.54
Missing Data -- Age	- .19	.15	-.08	-.06
Undeclared	- .62	.38	-.20	-.13
Missing Data -- MAT	- .10	.06	-.08	-.04
Age	- .004	.004	-.06	-.07
Missing Data -- GMAT - Total	- .59	.61	-.07	-.05
Psychology	-1.13	.61	-.09	-.04
Criminal Justice	.32	.51	.04	-.004
Leadership Planning	- .45	.40	-.13	-.01
MAT	- .004	.003	-.05	.08
Finance	.35	.63	.03	.04
Minority	- .07	.07	-.05	-.23
Veteran	.02	.07	.02	.07
Educational Administration	- .42	.42	-.08	-.02
Counseling & Psychological Services	- .26	.36	-.15	.08
Hours Attempted	- .0008	.001	-.03	.03
Business Education	- .44	.62	-.04	-.04
Secondary Education	- .33	.50	-.04	-.06
English	.08	.62	.007	.04
Elementary Education	- .18	.43	-.03	-.02
Female	.02	.06	.01	.08
GMAT - Quantitative	.007	.03	.01	.01
Management	- .20	.62	-.03	.02
Educational Foundations	- .11	.46	-.01	.07
Constant	.03			

R^2 = .37

R^2 (Adjusted) = .32

Standard Error of Estimate = .48

HEGIS Code: 2004

The adjusted R^2 was .23. Highlights may be summarized as follows:

* Grade Trends through Time:
Grades peaked in 1972 (.93), but were otherwise fairly stable during the study period.

* Majors Receiving Lower Grades on the Average (Negative Estimators):
Elementary Education (-.55)

TABLE 127

Regressand: Course Grades in Counseling & Psychological Services 745 - Vocational, Educational, and Social Information

Sample Mean = 3.70   S.D. = .49   N = 313

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.62	.33	.58	-.16
74	.76	.32	.75	.13
73	.69	.32	.59	.01
72	.93	.33	.50	.10
71	.73	.34	.29	-.05
GPA	.71	.11	.37	.36
Missing Data -- Age	- .25	.15	-.14	-.21
Elementary Education	- .55	.22	-.13	-.16
Undeclared	- .25	.13	-.09	-.10
Business Education	.48	.26	.10	.26
Missing Data -- MAT	- .09	.06	-.08	-.12
Veteran	.06	.06	.07	.20
Management	.55	.44	.09	.05
Accounting	.60	.43	.07	.03
Leadership Planning	- .11	.16	-.04	-.02
Finance	.39	.45	.04	.03
Age	- .004	.004	-.06	-.01
English	.36	.43	.04	.03
Special Education	.31	.44	.03	.03
Minority	- .05	.07	-.04	-.22
Library Media	.27	.44	.03	.03
Female	.04	.06	.04	.16
Criminal Justice	- .22	.44	-.02	-.08
Psychology	.24	.31	.05	.07
Missing Data -- GRE - Verbal	.32	.44	.05	-.05
Hours Attempted	- .0004	.001	-.02	.07
Secondary Education	- .10	.31	-.02	-.03
Missing Data -- GMAT - Verbal	.17	.62	.08	-.93
Educational Administration	- .03	.25	-.006	-.007
MAT	- .0004	.003	-.006	.05
Constant	.07			

$R^2 = .30$

R^2 (Adjusted) = .23

Standard Error of Estimate = .43

HEGIS Code: 2005

The adjusted R^2 was .27. Highlights may be summarized as follows:

- Grade Trends through Time:
  Every other year, grades reversed in trend; but the final effect between 1971 (.42) and 1975 (.43) was an increase of only .01 of a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  Marketing (3.49) and Accounting (1.65)

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Human Resources (-.67)

- Veteran (.14) and Age (.01) had positive impacts. Veterans and older students, when other variables had been controlled for, received higher grades.

- Female (-.22) and Hours Attempted (-.003) had negative impacts. Thus, on the average, females and those attempting more hours that quarter recorded lower grades.

TABLE 128

Regressand: Course Grades in Psychology 815 - Advanced Social Psychology

Sample Mean = 3.72 S.D. = .46 N = 153

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.43	.24	.39	.05
74	.43	.23	.45	.06
73	.55	.23	.50	.06
72	.24	.23	.16	-.19
71	.42	.25	.20	.01
GPA	.85	.17	.39	.34
Hours Attempted	- .003	.001	-.24	-.24
GRE - Verbal	- .0003	.0005	-.07	-.08
Human Resources	- .67	.30	-.16	-.18
Female	- .22	.08	-.24	-.02
Political Science	- .73	.42	-.13	-.12
Minority	- .18	.15	-.11	-.10
Marketing	3.49	1.60	.61	.05
Missing Data -- Age	.58	1.05	.14	-.05
Age	.01	.006	.19	-.007
Accounting	1.65	.78	.29	.05
GMAT - Verbal	- .42	.29	-.64	-.007
Veteran	.14	.07	.17	.08
Missing Data -- GRE - Verbal	.17	.11	.18	-.02
Leadership Planning	- .24	.15	-.21	-.07
GRE - Quantitative	- .0008	.0007	-.13	-.05
MAT	.003	.004	.07	.13
Special Education	- .33	.43	-.06	-.12
Counseling & Psychological Services	- .09	.15	-.05	.005
Management	.12	.35	-.03	-.12
Educational Foundations	- .06	.45	-.01	-.12
Urban Administration	- .06	.41	-.01	.05
Constant	13.71			

R^2 = .63

R^2 (Adjusted) = .27

Standard Error of Estimate = .40

HEGIS Code: 2005

The adjusted R^2 was .51. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades increased to a peak in 1972 (.30), declined to 1974 (-.18), then pulled up somewhat by 1975 (-.02). The trend, however, was deflation.

- No major recorded either higher or lower grades on the average for this course.

TABLE 129

Regressand: Course Grades in Counseling & Psychological Services 842 - Psychological Aspects of Disability

Sample Mean = 3.28   S.D. = .72   N = 108

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	- .02	.54	-.02	-.07
	74	- .18	.54	-.12	-.03
	73	.12	.58	.05	.05
	72	.30	.57	.09	.13
	71	.14	.56	.05	-.02
GPA		1.58	.20	.71	.71
Missing Data -- GRE - Verbal		.53	.84	.10	.05
Female		.20	.13	.13	.29
Management		1.24	.83	.23	.04
Counseling & Psychological Services		.50	.61	.31	.06
Secondary Education		.70	.66	.16	.09
Accounting		.96	.82	.13	-.04
Minority		.18	.16	.10	-.17
MAT		.008	.007	.11	.29
Veteran		.18	.14	.12	.10
Missing Data -- Age		.33	.36	.08	.01
Leadership Planning		.41	.66	.11	-.007
Psychology		.43	.81	.06	-.04
Physical Education		.008	.72	.002	-.15
Missing Data -- MAT		- .06	.11	-.04	-.05
Sociology		.44	.82	.06	-.04
Special Education		.26	.64	.10	.01
Age		.002	.009	.02	-.08
Undeclared		.14	.67	.03	-.14
Missing Data -- GMAT - Total		.12	.78	.01	-.10
Constant		-4.25			

$R^2 = .62$

R^2 (Adjusted) = .51

Standard Error of Estimate = .51

HEGIS Code: 2011

The adjusted R^2 was .29. Highlights may be summarized as follows:

- Grade Trends through Time:
  From a low point in 1972 (-.23), grades rose to 1973 (.15) but then fell in 1975 (.006).

- No major recorded significantly higher or lower grades in DEC 755.

TABLE 130

Regressand: Course Grades in Early Childhood Education 755 - Creative Activities in Early Childhood Education

Sample Mean = 3.69 S.D. = .46 N = 106

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	.006	.10	.007	-.04
	73	.15	.13	.13	.26
	72	- .64	.24	-.26	-.19
	71	- .23	.33	-.08	-.13
GPA		.48	.17	.31	.47
Missing Data -- GRE - Verbal		.92	.62	.27	.21
Undeclared		- .49	.26	-.17	-.13
Hours Attempted		.005	.003	.20	.12
Missing Data -- MAT		- .08	.10	-.08	-.15
GRE - Verbal		- .005	.004	-.27	.18
Female		.32	.21	.16	.19
Veteran		- .17	.14	-.12	-.08
Minority		- .11	.11	-.11	-.26
Music Education		- .13	.18	-.07	-.15
Missing Data -- Age		- .38	.52	-.11	-.21
Age		- .004	.007	-.05	-.03
Counseling & Psychological Services		- .22	.43	-.05	.06
Elementary Education		.05	.13	.04	.11
MAT		.0007	.005	.01	.11
Constant		3.60			

R^2 = .41

R^2 (Adjusted) = .29

Standard Error of Estimate = .39

HEGIS Code: 2013

The adjusted R^2 was .29. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades remained relatively stable during the study period. Estimators for the various years fluctuated between .60 and .68.

- Minority (-.34) had a negative impact. Thus, minority students recorded grades one-third of a grade lower than average.

TABLE 131

Regressand: Course Grades in Business Administration 806 - Dynamics of the American Economy

Sample Mean = 3.21 S.D. = .63 N = 1002

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.65	.33	.50	-.004
74	.67	.33	.49	.05
73	.68	.33	.39	.004
72	.60	.33	.26	-.05
71	.60	.34	.18	-.03
GPA	.89	.05	.54	.54
Minority	.16	.07	.07	.04
Missing Data -- MAT	- .34	.25	-.04	-.07
International Business	.25	.20	.08	.003
Decision Science	.33	.23	.06	.09
Missing Data -- Age	- .12	.07	-.05	-.01
Missing Data -- GRE - Verbal	- .82	.54	-.07	-.01
Secondary Education	- .32	.36	-.03	-.02
Leadership Planning	.33	.26	.05	.05
Undeclared	.22	.22	.05	.05
Mathematics	.49	.42	.03	.06
Female	.03	.06	.01	.09
Political Science	- .44	.68	-.03	-.01
Educational Administration	.34	.36	.03	.04
Hours Attempted	- .0005	.0008	-.02	.04
Missing Data -- GMAT - Total	.03	.04	.02	-.01
Management	.09	.18	.06	-.01
Real Estate	.06	.20	.02	-.07
GMAT - Quantitative	- .03	.02	-.31	.13
Age	- .002	.003	-.02	-.003
Marketing	.09	.19	.04	-.05
Veteran	.007	.03	.008	.02
GMAT - Total	.005	.004	.50	.16
GMAT - Verbal	- .04	.03	-.32	.13
Actuarial Science	.26	.33	.02	.004
MAT	- .007	.02	-.01	-.04
Insurance & Risk	.16	.21	.04	.04
Psychology	.28	.57	.01	.04
Accounting	.13	.19	.06	-.02
Finance	.11	.18	.08	.009
Economics	.11	.21	.03	.02
Health Administration	.13	.30	.01	.02
Information Systems	.07	.26	.01	-.01
Constant	.52			

R^2 = .32

R^2 (Adjusted) = .29

Standard Error of Estimate = .53

HEGIS Code: 2204

ECONOMICS 808

The adjusted R^2 was .30. Highlights may be summarized as follows:

* Grade Trends through Time:
  Only two years of data are available, so no estimate of grade changes during the study period can be made.

* No majors received higher grades on the average when other variables were controlled.

* Majors Receiving Lower Grades on the Average (Negative Estimators):
  Management (-.11)

TABLE 132

Regressand: Course Grades in Economics 808 - Economics of the Public Sector

Sample Mean = 3.18 S.D. = .63 N = 124

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.15	.19	.12	-.09
74	.37	.19	.29	.15
GPA	1.06	.20	.53	.47
Undeclared	- .12	.39	-.08	-.21
Leadership Planning	- .46	.59	-.09	-.04
Veteran	.15	.10	.14	.14
Accounting	- .96	1.006	-.14	-.03
Secondary Education	.37	.67	-.05	-.03
Educational Foundations	.87	.69	.12	-.03
Criminal Justice	.58	.53	.12	.06
Missing Data -- GMAT - Total	- .48	.38	-.20	-.21
International Business	.94	.65	.13	.12
Insurance & Risk	- .07	.88	-.01	-.03
Minority	.06	.16	.04	-.14
Missing Data -- GRE - Quantitative	- .44	.44	-.11	-.12
Political Science	- .72	.66	-.14	-.04
GRE - Quantitative	.002	.003	.10	.10
Hours Attempted	- .003	.003	-.09	-.06
GRE - Verbal	.005	.005	.11	-.004
Actuarial Science	- .15	.67	-.02	-.03
MAT	- .007	.01	-.04	-.02
Economics	.35	.48	.10	.24
Missing Data -- Age	.23	.29	.07	.07
Finance	- .13	.67	-.02	.17
Educational Administration	.46	.69	.06	.12
Decision Science	.31	.66	.04	.12
Female	.04	.16	.02	.15
GMAT - Verbal	- .45	.59	-1.40	.15
GMAT - Total	.06	.08	2.19	.19
GMAT - Quantitative	- .34	.55	-1.07	.17
Urban Administration	.22	.69	.03	-.03
Age	- .002	.008	-.02	-.17
Management	- .11	.52	-.03	.04
Constant	-9.73			

R^2 = .48

R^2 (Adjusted) = .30

Standard Error of Estimate = .53

HEGIS Code: 2204

URBAN LIFE 840

The adjusted R^2 was .39. Highlights may be summarized as follows:

- Grade Trends through Time:
  Average grades declined to a low in 1973 (-.14), then rose somewhat by 1975 (.03). The trend between 1971 (.11) and 1975 (.03) was, however, a decline of .07 of a letter grade.

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Counseling & Psychological Services (-.54), Physical Resources (-.49), and Criminal Justice (-.47).

- MAT (.02) is positive, while Minority (-.19) and Hours Attempted (-.004) had negative impacts. Students with lower scores on the Miller's Analogy Test, those who had taken more credits that quarter, and minorities received lower grades in UL 840.

TABLE 133

Regressand: Course Grades in Urban Life 840 -
Economics of Urban Problems

Sample Mean = 3.27 S.D. = .54 N = 195

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.03	.31	.03	-.04
74	- .03	.31	-.03	-.10
73	- .14	.32	-.08	-.03
72	- .02	.32	-.01	.10
71	.11	.33	.06	.11
GPA	.69	.09	.54	.61
Minority	- .19	.09	-.17	-.39
Hours Attempted	- .004	.002	-.19	.03
Political Science	.28	.49	.05	.14
GMAT - Verbal	1.04	.78	.34	.11
Criminal Justice	- .47	.23	-.38	-.14
Physical Resources	- .49	.23	-.33	-.05
Undeclared	- .46	.24	-.28	-.04
Economics	.18	.50	.02	.10
Physical Education	- .72	.48	-.09	-.03
Counseling & Psychological Services	- .54	.27	-.21	-.02
MAT	.02	.01	.13	.14
GRE - Verbal	- .006	.005	-.10	-.01
Missing Data -- MAT	- .20	.20	-.06	-.08
Management	2.45	2.19	.32	-.03
Missing Data -- GMAT - Quantitative	.96	.62	.25	-.06
Finance	.17	.49	.03	.04
Age	.002	.005	.03	.15
Missing Data -- Age	.15	.15	.07	.003
Human Resources	- .39	.24	-.25	.11
Urban Administration	- .33	.23	-.22	-.05
Missing Data -- GRE - Verbal	.68	.46	.15	-.17
Sociology	.44	.62	.06	.10
Leadership Planning	- .27	.29	-.12	.06
Female	.08	.08	.07	.005
Veteran	- .06	.08	-.05	.05
Educational Administration	- .17	.38	-.03	.04
Information Systems	.10	.62	.01	.10
Constant	-30.78			

R^2 = .49

R^2 (Adjusted) = .39

Standard Error of Estimate= .42

HEGIS Code: 2204

HISTORY 892

The adjusted R^2 was .35. Highlights may be summarized as follows:

* Grade Trends through Time:
  No consistent pattern emerges for grades in History 892. Grades increase and decrease from year to year with a net loss of .28 of a letter grade between 1971 (.33) and 1975 (.05).

* When all other variables have been controlled for, no major field recorded higher or lower grades on the average.

TABLE 134

Regressand: Course Grades in History 892 - Introduction to Historiography

Sample Mean = 3.25   S.D. = .69   N = 99

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	.05	.25	.33	.007
74	.23	.23	.16	.07
73	.02	.21	.02	-.07
71	.33	.49	.07	-.05
GPA	1.14	.23	.50	.56
Missing Data -- GRE - Verbal	- .27	.18	-.17	-.33
Hours Attempted	- .005	.004	-.12	-.24
Missing Data -- MAT	- .40	.23	-.19	-.09
Veteran	- .15	.10	-.14	-.17
Elementary Education	- .51	.57	-.13	.02
Missing Data -- Age	- .36	.34	-.11	-.08
GRE - Quantitative	.001	.001	.08	.17
History	.23	.42	.16	.29
Age	.007	.01	.06	.005
Leadership Planning	- .31	.59	-.06	-.05
Special Education	.34	.61	.07	-.05
Female	.04	.13	.03	.17
GRE - Verbal	.0004	.001	.03	.22
Undeclared	- .06	.49	-.02	-.06
Minority	.03	.21	.02	-.14
Secondary Education	.04	.42	.03	-.25
Constant	- .77			

$R^2 = .48$

R^2 (Adjusted) = .35

Standard Error of Estimate = .56

HEGIS Code: 2205

POLITICAL SCIENCE 701

The adjusted R^2 was .17. Highlights may be summarized as follows:

* Grade Trends through Time:
  Only three years of data exist for Political Science 701, so no yearly comparisons can be made.

* No major averaged outstandingly higher or lower grades in this course when other variables were controlled for.

TABLE 135

Regressand: Course Grades in Political Science 701 -
American Political & Administrative Systems

Sample Mean = 3.58 S.D. = .52 N = 145

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 74	.01	.10	.01	.09
73	- .10	.13	-.08	.009
72	- .39	.35	-.11	-.25
GPA	.71	.15	.43	.43
Undeclared	- .09	.24	-.07	-.17
Counseling & Psychological Services	-1.19	.64	-.19	-.25
Hours Attempted	.003	.002	.12	.12
Actuarial Science	- .54	.55	-.08	-.09
GRE - Quantitative	- .001	.001	-.08	-.07
Management	.39	.33	.12	.14
Minority	.10	.13	.08	-.12
Leadership Planning	.05	.36	.02	.08
Insurance & Risk	.92	.70	.15	.07
Veteran	.05	.09	.05	.07
Missing Data -- GMAT - Total	.54	.44	.19	-.08
Accounting	1.05	.89	.17	.07
GMAT - Verbal	.06	.07	.10	.06
MAT	.009	.01	.08	.05
Psychology	- .33	.65	-.05	.07
Political Science	- .11	.31	-.04	.06
Missing Data -- Age	- .08	.28	-.03	.05
Female	- .04	.13	-.03	.11
Business Education	.35	.66	.06	.07
Age	- .002	.007	-.03	-.05
Missing Data -- GRE - Quantitative	- .13	.28	-.06	-.13
Urban Administration	.15	.37	.04	.02
Secondary Education	.12	.35	.04	.05
Missing Data -- MAT	.03	.16	.02	-.09
Economics	- .12	.60	-.02	.07
Constant	- .97			

R^2 = .33

R^2 (Adjusted) = .17

Standard Error of Estimate = .48

HEGIS Code: 2207

The adjusted R^2 was .26. Highlights may be summarized as follows:

- * Grade Trends through Time
  Grades rose steadily from 1971 (-.68) to 1974 (-.16) for a change of over one-half of a letter grade, but then reversed in 1975 (-.20) by .04 of a grade. The total change for the study period was .48 of a letter grade.

- * Majors Receiving Higher Grades on the Average (Positive Estimators):
  Sociology (5.53)

- * Majors Receiving Lower Grades on the Average (Negative Estimators):
  Counseling & Psychological Services (-.81)

- * GRE - Quantitative (.06) had a positive impact. Thus, when all other variables were controlled from consideration, those students with higher scores on the quantitative section of the GRE recorded higher grades in Urban Life 810.

TABLE 136

Regressand: Course Grades in Urban Life 810 - Urban Political Behavior

Sample Mean = 3.34   S.D. = .63   N = 207

Regressor	Estimator	Standard Error of Estimator	β	Simple r
Course Year: 75	- .20	.56	-.14	-.03
74	- .16	.56	-.12	.10
73	- .28	.57	-.18	-.02
72	- .46	.58	-.23	.03
71	- .68	.59	-.26	-.17
GPA	.72	.11	.48	.48
Counseling & Psychological Services	- .81	.36	-.23	-.27
Physical Resources	.04	.30	.02	.17
GMAT - Total	.004	.05	.03	.08
Missing Data -- GRE - Verbal	-5.24	2.78	-1.14	-.09
Missing Data -- MAT	.35	.21	.12	.06
Urban Administration	- .14	.30	-.08	.05
Secondary Education	- .76	.63	-.08	-.04
Hours Attempted	.002	.002	.07	.03
Missing Data -- Age	.16	.18	.06	.02
Criminal Justice	- .19	.29	-.13	-.04
Minority	.07	.11	.05	-.14
Female	- .05	.10	-.04	-.02
Educational Administration	- .51	.43	-.10	-.06
Special Education	- .56	.62	-.06	-.04
Human Resources	- .29	.31	-.16	-.03
Leadership Planning	- .29	.33	-.12	.07
Elementary Education	- .54	.63	-.06	-.04
Age	.005	.007	.05	.08
Undeclared	- .24	.31	-.13	-.04
Political Science	- .27	.51	-.06	.01
GMAT - Quantitative	.05	.42	.05	.08
MAT	- .007	.01	-.04	.07
Veteran	.03	.10	.02	.004
Missing Data -- GMAT - Total	.13	.54	.02	.0009
Sociology	5.53	.28	.61	.07
GRE - Verbal	- .05	.03	-1.28	-.04
GRE - Quantitative	.06	.03	2.16	-.08
Constant	-1.57			

R^2 = .38

R^2 (Adjusted) = .26

Standard Error of Estimate = .54

HEGIS Code: 2207

The adjusted R^2 was .36. Highlights may be summarized as follows:

* Grade Trends through Time:
  The grading pattern in UL 820 has been consistently deflationary during the study period, as the estimator for each year is lower than that of the previous year. Grades fell during this time by half a letter grade.

* Majors Receiving Lower Grades on the Average (Negative Estimators): Secondary Education (-1.42) and Special Education (-1.16). These two majors received an average of more than a full letter grade lower in UL 820.

* Hours Attempted (-.006) had a slight negative impact.

TABLE 137

Regressand: Course Grades in Urban Life 820 - Urban History

Sample Mean = 3.24 S.D. = .63 N = 201

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	- .19	.12	-.14	-.11
	74	- .02	.11	-.02	-.02
	72	.18	.15	.09	.05
	71	.29	.20	.12	.08
GPA		.79	.11	.53	.54
Criminal Justice		- .43	.27	-.30	-.24
Special Education		-1.16	.44	-.18	-.12
Age		- .01	.007	-.14	.008
Secondary Education		-1.42	.46	-.22	-.12
Hours Attempted		- .006	.003	-.23	.03
Leadership Planning		.21	.35	.07	.13
Counseling & Psychological Services		- .59	.34	-.17	-.11
Educational Foundations		- .96	.64	-.11	-.03
Veteran		.10	.09	.07	.16
Female		- .08	.09	-.06	.05
Political Science		- .82	.60	-.13	.04
Missing Data -- MAT		- .25	.26	-.07	-.01
Physical Resources		- .24	.28	-.13	.09
Human Resources		- .20	.28	-.11	.13
GMAT - Total		.01	.02	.06	.08
Educational Administration		- .26	.39	-.06	-.05
Missing Data -- GRE - Verbal		- .14	.53	-.02	-.12
Missing Data -- Age		- .06	.16	-.02	.02
Minority		- .04	.10	-.03	-.27
Urban Administration		- .10	.27	-.06	.02
GMAT - Verbal		- .31	1.01	-.03	.08
Undeclared		- .09	.28	-.04	.08
GRE - Verbal		.002	.01	.02	.07
Constant		3.70			

R^2 = .45

R^2 (Adjusted) = .36

Standard Error of Estimate = .51

HEGIS Code: 2214

URBAN LIFE 830

The adjusted R^2 was .30. Highlights may be summarized as follows:

- Grade Trends through Time:
  Grades fell from 1971 (.38) to 1973 (-.04), but then stabilized the following two years, 1974 (-.03) and 1975 (-.03). The grade change between the first and last year of the study showed a deflation of .41 of a letter grade.

- Majors Receiving Higher Grades on the Average (Positive Estimators):
  none

- Majors Receiving Lower Grades on the Average (Negative Estimators):
  Elementary Education (-1.44) and Counseling & Psychological Services (-.41). Elementary Education majors recorded grades one and a half grades lower than other majors in UL 830.

- MAT (.02) had a slight positive impact. Students with high scores on the Miller's Analogy Test recorded higher grades in this course.

TABLE 138

Regressand: Course Grades in Urban Life 830 - The Urban Complex

Sample Mean = 3.45 S.D. = .69 N = 204

Regressor		Estimator	Standard Error of Estimator	β	Simple r
Course Year:	75	- .03	.43	-.02	.02
	74	- .03	.43	-.02	-.11
	73	- .04	.44	-.02	.03
	72	.02	.44	.01	-.04
	71	.38	.48	.14	.17
GPA		.92	.12	.57	.50
Elementary Education		-1.44	.43	-.21	-.21
Counseling & Psychological Services		- .41	.20	-.15	-.12
Age		- .009	.007	-.09	-.05
Missing Data -- GMAT - Total		- .73	.62	-.13	-.04
Music Education		-1.08	.61	-.11	-.15
Minority		.19	.11	.13	-.12
Educational Foundations		-1.36	.70	-.14	-.05
Secondary Education		- .75	.44	-.11	-.06
Veteran		.09	.11	.06	.16
Management		3.86	3.01	.39	.06
Special Education		- .57	.60	-.06	-.05
Information Systems		- .68	.87	-.07	.06
Leadership Planning		- .22	.25	-.08	.06
Missing Data -- Age		- .13	.19	-.04	.004
Urban Administration		- .10	.13	-.05	-.02
MAT		.02	.01	.09	.10
Political Science		- .83	.61	-.19	.08
GRE - Quantitative		- .03	.02	-1.02	-.10
Sociology		-2.98	2.04	-.30	.06
GRE - Verbal		.02	.02	.52	-.04
Missing Data -- GRE - Verbal		1.91	1.95	.47	-.14
Missing Data -- MAT		- .15	.22	-.05	.01
Human Resources		- .08	.14	-.04	.10
Educational Administration		- .09	.30	-.02	.03
Hours Attempted		.0007	.002	.03	.08
Female		.02	.11	.01	.09
Undeclared		.02	.15	.01	-.01
Finance		- .09	.85	-.009	.06
Constant		1.81			

$R^2 = .41$

$R^2 = .30$

Standard Error of Estimate = .58

HEGIS Code: 2214